

McGill reporter

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A CONVERSATION WITH IVAN ILLICH on alternatives in education, the Centre for Intercultural Documentation, and the third world

by HELEN MURPHY

PHOTOS: EINAR VINJE

Ivan Illich could be called an education reformer, but the label is unsuitable and obscures the man. Dr. Illich is first of all a humanist and thinker, widely read, fluent in eight languages, and profoundly committed to Latin America and her future. And education, as it is now being inflicted on Latin America, is disastrous for that future. Illich has said that education reformers can be compared to three men stuck in a traffic jam. One says, "we need a new expressway." The second says, "we need mass rapid transit." And the last says, "I'm not going to put up with this, I'm going to live where I can walk to work." Or, we don't need more of the same, or a different but equivalent technological approach—which education reform insists on—but an *alternative*.

Alternatives in education are, for Illich, a possible solution to the "spiritual pollution" the present school system foists on its subjects, especially in the third world. Illich's base of operation is the Centre for Intercultural Documentation (CIDOC) at Cuernavaca, "City of Eternal Spring," under the volcano—Malcolm Lowry's landscape. There is nothing of Lowry's coming-apart Mexican apocalypse at CIDOC, though. From the Rancho Tetela, CIDOC's home, Illich has made himself felt as one of the most innovative and radical critics of the education system today.

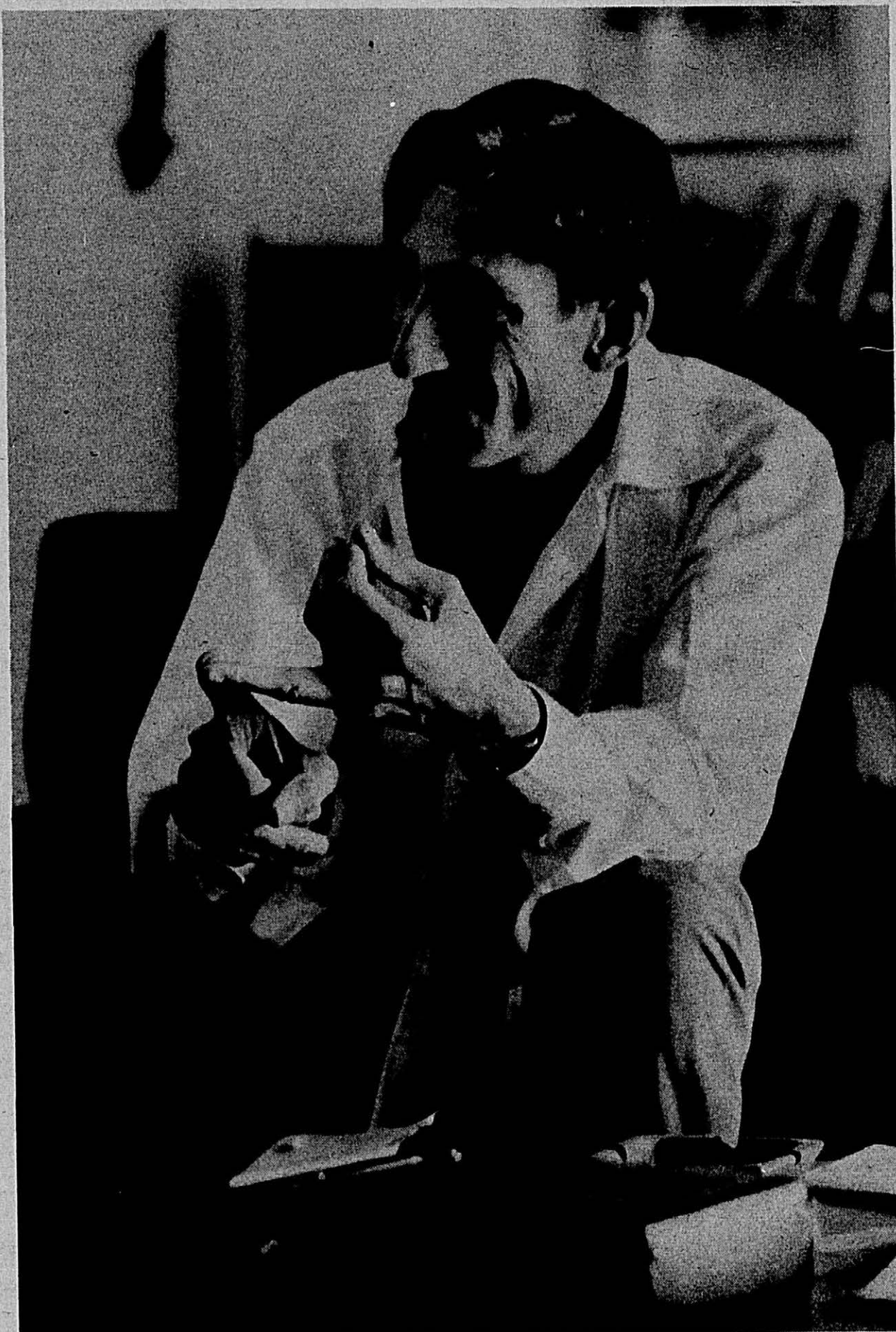
This spring, CIDOC held a conference on alternatives in education (from 19 January to 25 April). The seminar leaders—men like John Holt, Jonathan Kozol, Paul Goodman, Paulo Freire, and Illich himself—and the people who attend the conference are invited to think out radical alternatives to the way things are in education theory and practice. The following conversation explains some of Illich's, and CIDOC's, philosophical bases.

For more information about CIDOC, write CIDOC, Apdo. 479, Cuernavaca, Mexico.

Reporter: What are the origins and development of CIDOC and its purpose here in Mexico? How does it tie in with your ideas of education reform—some of which seem to me to be revolutionary and dangerous, both for the established Right and the established Left?

Illich: Yes, for the established Left, that is true. The established Left is almost more threatened

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UNDER NO SPECIAL FLAG

Guest Editorial by Thomas J. Velk

Academia is a world community: the search for truth is one in which all men join without regard to their flag. Truth has never been the province of any race or any nation. Those who have claimed it to be have always been the most blind and destructive of men. Therefore, the data which has been presented from time to time by Professors Mathews and Steel of Carleton University in order to demonstrate the force of the American presence in Canadian universities don't really mean anything. What is an American intellectual? Someone who is trained in the US? Someone who has read and studied books written by Americans? Someone who has learned from Americans? Intellectual citizenship must result from these things, and certainly cannot be the result of an accident of birth or a whim of politics. But if this is so, then either none of us are American or all of us are American, because although almost all of us have either studied the writings of Americans or studied with Americans, none of us are innocent of the thoughts of other men from other places and other times.

The university community is and must be the freest society in the world: the academy has always been the guardian of our liberties; because without those liberties, no learning has ever been possible. The freedom most critical for the university is that of free association, for without it the interchange of ideas which builds our understanding of the world cannot proceed. To close our universities to Americans, or to anyone else whose capabilities, whose sensibilities, and whose gifts would otherwise be of worth or interest to the university community will destroy the very essence of the university. Jingoistic nationalism is at the heart of Americans' troubles: it would be irony indeed if those who flee its irrationality for this more human shore inculcate the same cancer here.

We in the university are as much classical Greek as 19th Century English, as much ancient Roman as modern American, as much European as Canadian, as much Asian as African. The great universities of the world, of Bologna, Oxford, and Harvard, in the past and in the present, create their eminence out of the hybrid vigor of the world community that they compose.

The Golden Age of American education occurred in the 1930s and '40s, when Europe's most gifted intellectuals, fleeing Kulture-Politik and nationalist intolerance, found homes in American universities. Those men knew the terrible cost of purifying the university.

Mathews and Steele speak of Canadian culture and its protection: so do I. The university cradles the culture of all men: of Canadians and Europeans, of black men and white men, of modern men and ancient men. One of the lessons of that tradition of learning is that the narrow little truths of nationalism are determined on the battlefield, not in a classroom. What is American or Canadian about physics or about chemistry? Is there a separate Canadian law of gravitation? What is Canadian about truth or American about beauty?

There are things, of course, which are special to Canada: Canada has not murdered its history, has not committed patricide. The United States, because of its revolutionary past, fre-

quently finds its present enmeshed in reaction. In today's America, the loss of tradition, the withering of old roots has made weak men afraid. Canada, because of her evolutionary history, finds in her slowness the sure evolutionary mechanism which is able to bring change to the community with less anguish and with less pain than is possible in the US: it is precisely that quality in Canada, that promise of a *peaceful* evolution towards a *human* society that has attracted so many immigrants to these shores. The Americans who have come here, like the Italians and the Greeks and the French and the English before them, are proclaiming a citizenship of the heart. The immigrant is often much more a citizen than an old settler: he is a citizen by choice and not accident. The yeast in the working dough of our university is as often immigrant as it is Canadian. The Americans who have come here and who are perhaps too quick to suggest change in the Canadian way of doing things, are subdued and moderated by the Canadian spirit of evolution. The result is neither the quick nervous stridency of the US or the self-satisfaction of "Old Canada": the resulting amalgam is the peaceful dynamic which makes Canada a special place.

Indeed Canada's culture, a mosaic of many cultures, brought here by the constant flow of immigrants of all sorts, depends for its special quality upon the perpetual renewal of that mosaic; depends for its special quality upon the replacement of those once exotic citizens who, after a time, blend into a more common world; depends for its special quality upon new blood, new immigrants. Canadian culture is a coat of many colors, kept bright by constant renewal: her intellectual culture is and should be as multinational as the streets of Montreal.

I would like to ask Mathews and Steele, who have so many numbers at hand, to provide me with one more. Calculate it this way: take the number of new universities built between 1945 and 1970, multiply by the number of faculty per university, subtract the number of Canadian Ph.D.'s earned between 1945 and 1970 and multiply the remainder by \$150,000. You will then have an estimate of the multi-billion dol-

lar cost to Canada of providing her own university faculties. It is a cost which was met by the nations which *did* train Canada's immigrant university teachers. It is a cost which would have forced Canada, had she paid it, to curtail many other projects, including many worthy public expenditures upon health, education, and income redistribution. I am speaking as an economist here: as an economist I would say that the American academics in Canada are a cheap way for Canada to get what we economists crudely call human capital. It costs a lot of resources to train and prepare a university professor. If you can get one to come up here without having had to train him and then use his training and his abilities, a substantial saving will result.

I would also make three minor points. First, as a social scientist I would remark that those US professors who come to Canada would hardly be the advance guard of cultural imperialism. Those academics that leave the US to come here are, almost by definition, alien to the US. Indeed, they are often accused of being subversive not only to the US but to the West in general. And second, as a man of judgement I would think it absurd to imagine that the US Government has some "master plan" to subvert and take over our Canadian universities. And third, as a statistician, I would point out that if as many Canadians as Americans per thousand of population receive doctorates and if as many per thousand teach in universities we would expect to find in absolute terms, as many Canadians teaching and learning in US schools as Americans teaching and learning in Canada. Thus the inter-penetration of culture is, in absolute terms, about equal: the proportionate differences are an accident of relative size.

In conclusion, I would like to reiterate my major point. Truth is the province of all mankind; it lives under no special flag. To segregate the university community by race or nation is in fundamental contradiction with academic freedom, academic values, and the academic tradition.

Dr. Velk is Assistant Professor in the Department of Economics.

ALCOOL

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ESKIMOS IN A MODERN VILLAGE

by ROBERT KIDD

"Pangnirtung" or "The Place of the Bull Caribou" has not seen caribou for many years now. This little village, nestling by a fiord in the mountains of eastern Baffin Island, was for many centuries nothing more than a crossroads, where nomadic eskimos would harvest the wandering caribou herds. Explorers came by here and whalers from Europe and Newfoundland knew the coast. Since the 1800s there has been a Hudson Bay post and a little church mission. A supply ship came once a year to pick up the skins and ivory and to leave guns, ammunition, and a few other supplies.

Along the coast, people lived in "camps," groups of tents holding from 3 to 12 families. These camps were of an optimum size to be supported by hunting and were scattered along the coast in proportion to the amount of seal and caribou in the area. To be any larger would mean the hunters would have to travel too far to support their families, so the size of the camp was always limited. Pangnirtung was one of these camps and differed from the others only in that it had a Hudson Bay post and a small mission hospital.

Life was a struggle for survival and life was often short. Starvation was the enemy, and as late as the 1940s, whole camps were wiped out in a bad winter.

The 1960s have seen a revolution in all this, a revolution which is affecting every facet of Eskimo life. Unlike most revolutions, which spring from deep-seated popular dissatisfaction, this is one which has been legislated entirely by the Federal government. Schools, low-rent housing, social welfare, and medical services have been offered the Eskimos in an effort to make them abandon the camps and come and live in larger communities called "settlements." This policy has so far been quite successful and of the 12 camps in the Pangnirtung area, only one now survives. At the same time Pangnirtung has grown from less than 100 people 9 years ago to over 600 now.

The last families in Pangnirtung to live in tents left them this winter, and the whole population now lives in brightly coloured pre-fab bungalows arranged in rows along "streets." Their children go to an ultra-modern school, and the public services are run by a local community council. There is volleyball and basketball each night at the school, a skating rink, and movies. On the whole, the move to the settlements seems to have been popular with the Eskimos and their new facilities are being used with enthusiasm.

The efforts of a rugged, unsophisticated hunting society to grapple with the intricacies of twentieth century life yield often interesting and sometimes amusing contrasts. Superficially the rows of neatly arranged bungalows might make one think that one were in a middle class Montreal suburb. But on looking closer the differences appear: the seal skins drying on frames outside, the dog corral at the end of the street, young women carrying babies on their backs in the hoods of beautifully embroidered parkas, fathers leaving on a hunting trip pulling a 10-foot wooden sledge with their new skidoos, mothers coming outside to cut a hunk of meat off the frozen seal on the roof.

Electronics and other mechanical gadgetry fascinate the Eskimos and they are extremely good at using and repairing them. This Christmas, some status-conscious citizens began setting up stereo speakers outside their houses, playing everything from Christmas carols to country and western for the passersby. Others strung up rows of Christmas tree lights. Then Ipelee Kilabuk got the idea of putting a big star on his roof which flashed on and off in time to the music of his stereo set. But Jamesee Alavaktuk had the last word when he set up four crosses, one on each corner of his roof, flashing consecutively in time to the music from his stereo set.

So far the going has been good in this great transition period. Many of the fine old values are being retained, while the new ones are being tried out. The Pangnirtung Eskimos are a cheerful, energetic lot with a lust for life and capacity for enjoyment that few southerners know. When they have a party they *really* have fun. Everybody gathers into the community hall, men and women, young and old, and toes start tapping as the accordion begins. Soon the floor is filled for a square dance, with a peculiarly Eskimo-type, heel-toe step which builds up into a crescendo until it seems the roof will fall. The dances are interspersed with games, some tests of strength or skill, others just sources of laughter. Three old men had the hall in fits of laughter one night as they sat around a microphone trying to out-insult each other. Mosesee, a tough-looking young hunter stuffed 80 pieces of gum into his mouth in the bubble-gum chewing contest, but little Tapithia, a jolly round, 35-year-old, stole the show when she stuffed in 75 to make a wad almost as big as her head.

Pangnirtung is a beautiful spot; the flight down the fiord between Alp-like mountains makes it appear in the mist like another Shangri-La. It can only be reached by an irregular once-a-week plane, and even it can be held up for days or weeks by bad weather. It is too far away for newspapers, radio and TV, and to complete the insularity of the Eskimos, only a handful speak any English.

One wonders how long this little world will last. Since the coming of the white man's technology, famine has been conquered, but new enemies have appeared to take its place. Nobody knows what the Eskimos' diseases were before the white men came, but in this century tuberculosis has taken a terrible toll. Other diseases such as measles and influenza, though comparatively innocuous to southerners, have devastated whole Eskimo communities. And with the change of Eskimo diets from seal and caribou to the soft, sweet food of the white man, new diseases are sure to come.

Until quite recently, medical care in the Arctic was a haphazard thing. The missionaries and Hudson Bay employees did their best with a few books and medical supplies. A little hospital was built in Pangnirtung by the missionaries, but by necessity it could serve only a small area. Beginning in the 1950s, the government ice-breaker *C. D. Howe* made once-yearly visits with a team of medical men to each settlement, and in 1960, a modern 40-bed ho-

spital was built in Frobisher Bay. A great step forward was made in the early 1960s when the government built "nursing stations" in each settlement staffed by from one to three highly skilled nurses. They are in radio contact with the hospital in Frobisher Bay and visits are made by a doctor every 6 weeks to 6 months. This is a vast improvement over anything in the past, but the growing population of the settlements and the long gaps between doctor's visits are inevitably putting increasing demands on present facilities.

Last fall an agreement was signed between McGill University and the Federal government by which McGill is to supply medical personnel for the eastern Arctic. Residents from Montreal teaching hospitals are going to the Arctic for a month at a time and senior medical students are being sent to the settlements for two month periods. This gives the population a higher standard of medical care and in return provides the medical residents and students an opportunity to practise "frontier medicine" in an exciting and interesting environment. Hopefully, there will also be opportunities for research into the inter-relationships of environment and disease in the Eskimo. The challenges are many.

Until recently Canadian Eskimos had one of the lowest life expectancies in the world. Out of Pangnirtung's 600 people, only 9 collect their old age pensions, and even now, almost one in ten Eskimo infants die. Nearly everybody has lung infections and with the change over to white men's food, tooth decay is terrible. Alcohol has not yet reared its ugly head in Pangnirtung, but in some of the larger communities it is demoralizing and destroys all that is strong and beautiful in Eskimo culture.

In the forefront of this battle against disease are the settlement nurses. These courageous and dedicated girls do much of the work that doctors do in the south. They treat minor illnesses, deliver babies, stitch up wounds, set fractures, teach sanitation and nutrition, trace carriers of TB, and administer life-saving first aid to the seriously ill until they can be flown to the south. Behind the nurses stand the doctors, still based in Frobisher Bay, but now able to get to the settlements more and more as additional personnel are supplied by McGill. They advise and direct the nurses, run the hospital in Frobisher Bay, and try to introduce and maintain the highest standards of modern medical care. And behind the doctors stands McGill University and its teaching hospitals. It provides the training for the doctors and the facilities to treat those cases too complicated to treat in the north.

Canadians have often heard that the Arctic is where Canada's future lies. Tales of mineral and oil exploration are certainly interesting, but far more exciting are the giant strides being taken by Canada's Eskimos to prepare for the twentieth century. Visitors from the south will agree that they are an attractive and charming people, but their survival up to now is a tribute more to their intelligence, resourcefulness, and courage. The 1970s should show whether they can apply these qualities in their struggle for survival in the modern world.

Mr. Kidd is a fourth year medical student at McGill.

THE TECHNETRONIC SOCIETY

an interview with Zbigniew Brzezinski

Reporter: In "America in the Technetronic Age," you present a very exciting, a very complex vision of the future. Our literature today abounds with visions of the future. A week can't go by without some well-known person coming out with some very exciting vision for the future, negative or otherwise.

Brzezinski: I think we are living in an age in which the failure of structured history through the medium of ideology makes us much more pre-occupied with the future, without an ideology as a basis for projecting ourselves into it. I think the difference between the ideological age and the present is that in the ideological age we used the past to construct Utopias of the future; ideologies were critiques of the present and the past on the basis of which ideal futures were being constructed. Our age is essentially non-ideological. We now abhor organized, institutionalized, dogmatized systems of thought. At the same time we are fascinated by the pace of change around us. Hence, we try to look into the future by projections of social and economic processes, by projections of technological development, etc. and on that basis we try to paint impressionistic imageries of the future. I think our discourse about the future today is a little bit like our art today. Highly impressionistic, intensely intuitive, emotional, and above all subjective.

I think we are in some respect struggling, perhaps in a more intense way than ever before, for an understanding of the present. I frankly doubt we have that understanding at this moment. But I think the disintegration of structured ideological thought and, at the same time, emotional concern with justice and norms, makes for a more determined search for an understanding of the present and the future than probably at any point in our known history. This is, I think, all to the good. It results of course, in tremendous passion and, very frequently, unreason. When I wrote the article "America in the Technetronic Age," I was arguing essentially three theses. One, that America is increasingly becoming a society shaped more by technology and electronics—computers and communications particularly—than by industrial processes. Secondly, that this new technetronic society will probably be more programmed, more deliberate, more scientific than ever before. Thus, it poses certain dangers to the humanistic values to which some of us attach great importance. Thirdly, I was arguing that this poses a major danger involving the possible intellectual fragmentation of mankind and that it is essential, right now, to think systematically as to how we want to harness the technetronic age to spiritual, humanistic ends.

Now, it is interesting that that article has been attacked very violently by spokesmen of the New Left. It has been attacked, I believe, for two reasons: one, because the New Left itself is still very much a legacy of the ideological, even Manichean tradition. (Everything has been posed in black and white.) Hence, a projection such as the one I make, which involves deliberate concern with humanistic values, is a threat to them because they thrive essentially on both the Manichean legacy and the present

intellectual anarchy that prevails. Any effort to see the future both normatively and existentially, both in terms of certain purposive designs but also in terms of projections is a threat to the stake which they have, both in the dichotomic past and the present anarchy. And thus this article has been attacked in highly irrational, often childish terms. But I think the attack itself is a symptom of the present condition which we spoke about earlier.

Reporter: On the one hand we are developing a kind of hierarchy, an intellectual and technocratic elitism, but at the same time we have New Theatre and many other cultural forms whose values are communal, sensual, and anti-intellectual. This seems to be in direct contradistinction to the cerebralising process of the computer age.

Brzezinski: That's right. And there is a certain tension between the two. People escape from this tension by taking refuge in Pornotopia: a combination of pornography and Utopian thinking. Pornotopia becomes a great act of escape. The great refusal, the great escape, the great refuge. For example, the present fascination with third-rate, fourth-rate pornographic movies. Critics stand on their heads to find social significance in them but in the final analysis the only social significance that many of them have is that, for the first time, they show society at large a penis, a man and a woman in intercourse. Now the fact that this has happened perhaps does give it social significance. (Its social significance is that it has happened.) In itself it does not necessarily contain artistic value, it doesn't necessarily contain creativity; it doesn't carry (beyond the fact that it has happened) any significant message. The deification of these processes, as an act of liberation, strikes me more as an act of intellectual escapism—a desire to preserve the present condition of anarchy and fragmentation rather than for the progressive development of man's sense of the aesthetic, of man's increased definition of himself as a profoundly spiritual, value-oriented entity (and therefore different from an animal), of man progressing and deliberately constructing a society in which material means of controlling nature are combined with philosophical insight into the underlying purposes of collective social existence.

Reporter: What then will happen to this movement?

Brzezinski: In my view it's going to die. Please remember that I am speaking about its most extreme forms, not just general ferment. General ferment is healthy and excellent and without it I think we wouldn't move forward.

Its most extreme assertive form, which ranges in its expression from pornotopia in taste to the smashing of computers in action to the disruption of universities and other forms of deliberate irrational procedures—in these most extreme forms it reminds me a little bit of the Luddite Movement in the early phases of the Industrialization of England. At that time, the ending of the age of agriculture, the entrance of an entirely new age, the ramifications and parameters of which were incomprehensible to all created a tension, a confusion and uncertainty. The Luddites responded by running

around smashing machines. I think there is another parallel and that's the waning of the Middle Ages. When the Middle Ages came to an end you had confusion in terms of religious and political values; you had confusion in the relationship between the finite and infinite; confusion as to the nature of salvation—a period of extremism in thought and action. I think to a certain extent that our present age is very much along these lines. I see this phenomenon essentially as a passing one. Certainly, I think the waning of the New Left will not mean a return to the status quo ante, but it certainly is not the New Left (particularly in its extremist forms not to speak of the so-called hippies, crazies and others) that will provide the basis for building a new social framework and for redefining the nature of man in the context of the new framework.

Reporter: But many people retain an incredible fear of the machine. Do you think this fear will produce intense social reaction?

Brzezinski: Well the fear has already produced social reaction; for example, smashing the computers in Montreal, the tearing up of punch cards and denunciation of the computer age at Berkeley and elsewhere, these are phenomena associated with this fear. More generally, I think this fear has already produced outbursts from potentially irrelevant and increasingly intellectually adolescent academics, such as Noam Chomsky at M.I.T. who I think reflect through their outbursts a rather Manichean approach to reality. The underlying sense that their day is coming to an end; that the concept of society that they have (which is essentially an emotionalized, abstracted, escapist concept of society) is no longer going to be very relevant. There is a great deal of parallel between people like these and the French existentialists. Sartre and his associates, for all their talk about building a new society, never really became a part of the new process of restructuring or renovating French society. Today they are increasingly irrelevant. A new French society is being built in a very impressive way but people like Sartre are no longer involved. The same is true, I believe, in the U.S.A. This process is only beginning. It is understandable, at the earliest stages of this process, their potential historical obsolescence ought to be particularly aroused, emotionalized and that they should, in this context, engage not in serious discussions about the future of our technetronic society but resort to personal abuse as a form of reassurance and escape.

The reaction of some people to computers is very much like the reaction of primitive aborigines to the plane or automobile when they first saw it. They don't understand it and therefore they personalize it. When savages first saw a car they thought it was some kind of animal that moves. Some of the more antique computer oriented scholars personalized computers in the same primitive way. Now, the computer is merely an extension and a tool of man's reasoning. Those who want to really be on top of things in the 1980s will have to use the computer as much as a form of their extension of reasoning powers as today we have come to use the car as an extension of our physical

mobility. Indeed, most of us probably don't learn how to drive, in a formal sense. We watch our fathers do it, our older brothers do it, at some point we begin driving, and when we drive we don't sit there thinking should I be turning left or right. It becomes an extension of our system of guidance and of physical reaction. I think we will learn how to use a computer as a way of ordering our thought patterns, of obtaining responses to complicated issues (not to speak of storage and retrieval of data and so forth, all of which are essential attributes of the thinking processes of an intelligent and informed person in our age).

Reporter: No, I think you're right. I think where people really get mixed up, is when they hope or fear that the computer is answering final questions.

Brzezinski: It doesn't!

Reporter: Well, that's what they really fear. That it will answer the final questions. The moral question.

Brzezinski: Man will have to define the values. And one of my great concerns in thinking about the technetronic future, is that we should not let that future dictate the totality of that future. That we should use some aspect of that future to shape the totality of our social and individual experience as we would wish to seek it. Which means, however, that we must be more concerned than we have been about the spiritual, humanistic aspect of our existence, and not take refuge either in pure technological determinism or in great escapes from reality by condemning computers, the technetronic age or thinking that sticking our heads into the sand or, preferably, plunging into pornotopia will somehow or other preserve what is worth preserving.

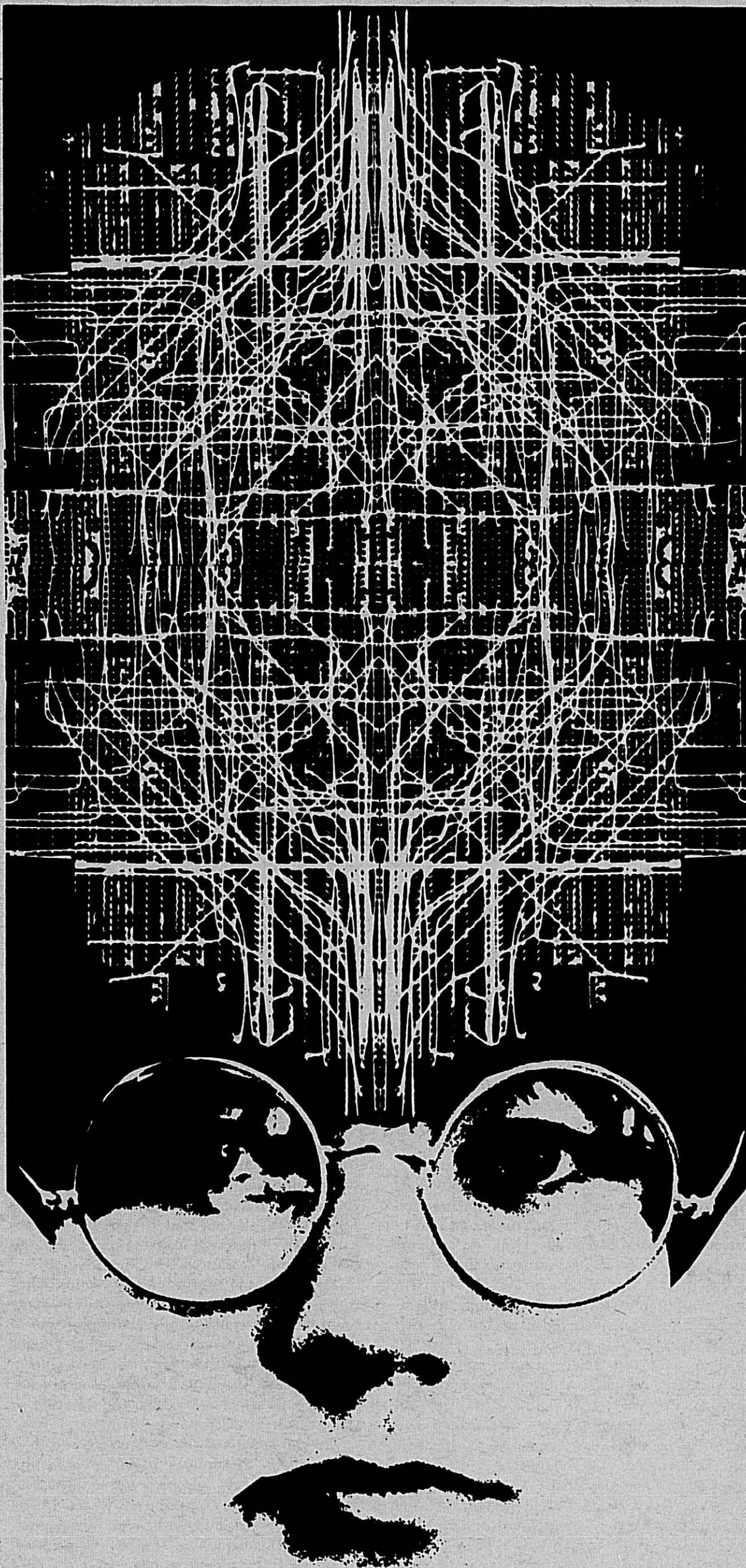
Reporter: Travelling in a taxi today, I saw a white taxi-driver driving two black people. At the present time, because of economic interdependence that cabbie, whether he is prejudiced or not, carries those people. The thought struck me that in our technetronic future—where this economic interdependence won't be so dominant—concrete expression of prejudice will be that much more feasible.

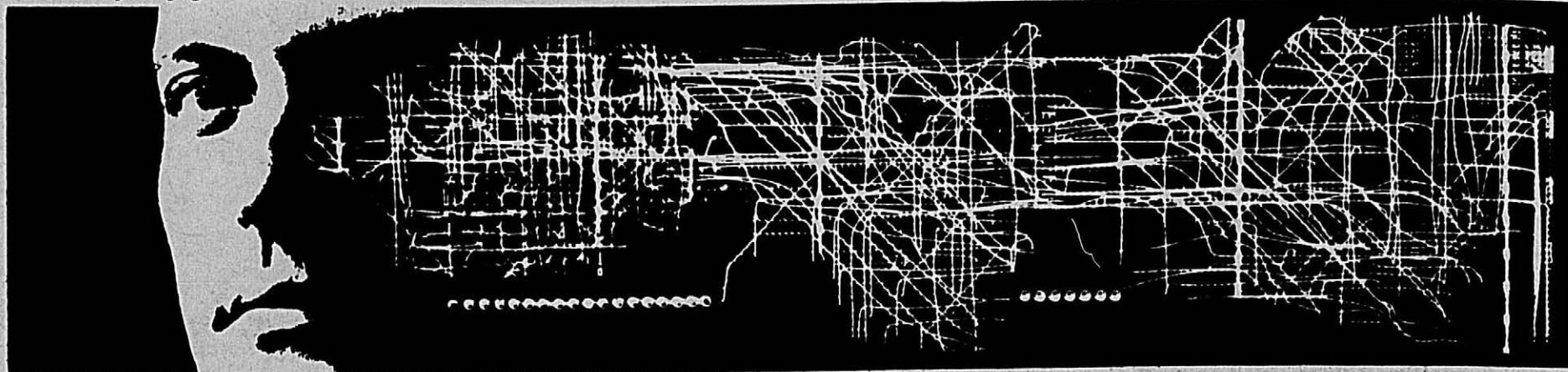
Brzezinski: I think you are quite right. There is a danger that the compulsions for overcoming prejudice (the external compulsions) may decrease. There is a further danger which I am very much concerned about, namely, that the technetronic age will mean a further fragmentation of the intellectual condition of man. Not all of us will enter it at the same time. Thus you may have a multiplicity of historical conditions co-existing. These may, in fact, reflect the different racial conditions of man. There may be an overlap between the historical stages and the racial conditions of man. So I think this is a real dilemma. My hope would be, however, that perhaps in the course of the next several decades, particularly in the USA, extreme forms of racial prejudice would begin to decline. Eventually, we may find more intermarriage. I think this in itself would be the final breakthrough. But that, at best, is a long day off from now.

Reporter: You have written that knowledge is power or becomes power . . .

Brzezinski: Knowledge now determines how power is pursued domestically; how power is organized domestically, how power is applied, not to speak of knowledge being the basis of international power in its crudest sense because of the relevance of science and technology to weaponry. More generally, knowledge determines the differentiated levels of societies, some being more advanced and therefore being more influential than others, and others being com-

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pelled to imitate those which are technologically more advanced. The whole notion of social imitation is now related to social differentiation derived from different stages of application of man's knowledge. So, in that sense, knowledge is power.

Reporter: So this is an affirmation of rational man.

Brzezinski: Well, this is a cerebral age, if you will.

Reporter: In this perspective, what major changes do you imagine for the University?

Brzezinski: Well I think the University is going to become a more collective enterprise in which the faculty and the students are going to be more generally and mutually involved. I think the University has not kept pace both with change and political, social organization. Moreover, I think the student body today is more mature than it was 40 years ago. Certainly, much more mature than it was 100 years

ago. Organizational procedures in the University have fully reflected that. I think the University will go through the present phase of transition towards a more cooperative form of education and procedures. At the same time I don't think it will take an extreme, militant form—as advocated by some people today. I think what will happen is a kind of social compromise (I'm talking about the more developed states). Beyond that I think the University is going to be an extraordinary involved tool for initiating social change, political programming, international planning. The University has again re-entered the mainstream of life. Having re-entered it I think it will continue to play a crucial role. The redistribution of procedures and structures in the University means that more people in the University are going to become more socially involved in an earlier stage. My guess is that it is not going to take the form of riots and Luddite-like

smashing of computers, but be much more of a rapid, deliberate, and early entrance of the University community (by which I mean not only the professors but definitely the students) into the mainstream of political social activities. Perhaps we will move into a phase in which we will no longer have continuing education for 15 years of life, and then so called entrance into professional life but education extended through time, through life-time. Thus it will be more sporadic. The whole notion of the difference between a student and a professor, a non-student or an employed person is going to wane.

Dr. Brzezinski is a graduate of McGill University, a Professor of Political Science, Director of the Research Institute on Communist Affairs at Columbia University, and the author of several works on international affairs.

"America in the technetronic age" appeared in the January 1968 issue of *Encounter*.

RESIDENCE REFORMS?

by ERROL NAIMAN and DAVID YOUNG

Co-ed residences, separation of room and board, selection of academic staff, discipline

This year there have been signs that McGill's residences may be, at last, moving into "the modern era." Although only a few major reforms have been achieved, a political awareness and an ability by the residents themselves to confront the status quo and influence their own environment have become the key indicators of this emergence. While the achievements of this year should significantly alter the quality of residence life next September, it will be seen that few of the substantive questions facing the residence community actually have been resolved.

The most dramatic "breakthrough" will be the introduction next year of a co-educational residence into the formerly all-male community around Bishop Mountain Hall. At a joint meeting of the Senate Academic Policy and Development Committees on March 19, a recommendation by the Sub-Committee on Residence Policy to convert Gardner Hall into such a co-ed facility was approved.

The hall will house approximately 100 women in one "wing" of the building, and 100 men in the other. It is planned that Dr. Ian Henderson, current Warden of Gardner, and his wife, will become co-wardens of the new mixed residence. Dr. Henderson is Assistant professor of Surgery at the Montreal General Hospital and a member of the McGill teaching staff while Mrs. Henderson is Assistant Director of Nursing at the Royal Victoria Hospital and a lecturer in the Graduate School of Nursing.

The introduction of co-ed residences was one of the basic demands put forward last fall by student members of the Residence Policy

Sub-Committee. The proposals consisted of a policy of "integration" on men's and women's residences. It was firmly believed that introduction of co-ed facilities up the hill would reduce the isolation of the men's residence complex. A similar policy for the Royal Victoria College would help free the residents from their present sheltered environment and at the same time make it more a part of a "residence community."

Student preference for co-ed facilities had been confirmed in several surveys. One survey undertaken at registration last fall showed that 80% of all students were in favour of some co-ed residence. A referendum completed three weeks ago in RVC showed that 64% of the girls replying were interested in living in a co-ed residence and 89% wanted RVC to be co-ed!

The decision to approve the Residence Policy Sub-Committee's recommendation was made despite strong opposition, including several of the present residence wardens. Their major argument was that this step would produce a myriad of financial and logistical problems, foremost of which would be the creation of vacancies in RVC.

The proponents of the co-ed case based their argument on the premise that such a facility was one of several necessary steps toward increasing overall demand for residences. It was precisely this reasoning which led Vice-Principal Shaw, Chairman of the Sub-Committee, as an astute businessman to support the concept as the best bet to avoid vacancies next year. (There are at present 40 to 50 vacancies in the University residences.)

Of course, the students' first answer to the suggestion of vacancies in RVC (as a result of a co-ed Gardner Hall), was "why not move men in to fill the vacancies?" This had to be too simple an answer! It turns out that Lord Strathcona, who donated in his will the land on which RVC was built, made sure that the facilities were solely "for the education of women, exclusively and separately from men."

While the Residence Policy Sub-Committee has asked for legal advice concerning this provision, it appears that RVC will remain exclusively for women for at least one more year.

Another major change slated for next fall is that students will have an option between paying for all, some, or none of their meals along with their residence fees. As the discussion further on in this article points out, food quality especially in Bishop Mountain Hall is one of the critical areas of dissatisfaction. While the solutions to this problem have not yet been formally approved, there is general acceptance that some separation of room and board must be offered next year.

Present proposals include running BMH on a cash pay-as-you-go basis with residence fee consisting only of room, offering ten meals a week (breakfast and dinner on week-days) to be included in a residence fee of about \$750, or an option between these alternatives and paying full room and board.

The options must be finalized by next week if residents are going to consider them when deciding whether to stay in residence next year. In addition to these options half-yearly con-

tracts will replace the present full academic year type. This will permit withdrawal from residence at Christmas with no financial penalty.

Early last fall, another long-standing student demand was made a reality in the institution of seven-day (though not 24-hour) open house for the men's residences. RVC conceded only a four-day open house and even with that considerable opposition has prevailed.

Why the reforms?

What is the significance of these progressive steps and what brought them on? Some analysis will show that while student pressure was an integral factor in all cases, the reforms may have been inevitable.

As early as last summer, the Residence Policy Sub-Committee agreed that a "choice" of accommodation and service should be offered by the University to its students: institutional or co-operative, segregated, co-ed, etc., in other words, that some students wanted less structured and more integrated residences than the University currently offered. This was an astute judgement in light of the university residences' percentage turnover in recent years in the university residences. This turnover rate has varied between 50% and 70%.

To back up this momentous decision the Committee decided to continue supporting the Student Co-op and recommend a new University co-ed residence for completion September 1971. However, the powers soon realized that more immediate policies were required as vacancies in the men's residences increased alarmingly. This only confirmed the students' contention that the existing residence environment was wholly undesirable. Residents have become interested in greater control over their environment than past residence policies allowed. This frustration led to dissatisfaction and the numbers withdrawing from residence attested to this fact.

It may be noted here that in past years the residences have had waiting lists of up to 300 persons. Residence policy did not necessarily have to be responsive to residents and their needs. Vacancies were soon filled from the seemingly infinite demand. For the first time, this year with the advent of the "CEGEP effect," there were no waiting lists. Thus the reality of dissatisfied students moving out was dramatized.

Therefore, we can see how the spectre of empty residence halls prompted some haste and activity among the university administration. Certainly an equal contributing factor was the administration's recognition of this new increased awareness among residents, referred to above. This attitude was apparent among students on the Sub-Committee, in the discontent manifested toward arbitrary actions of certain wardens, and in the formation of a "Union of Residence Students."

There is no question but that the atmosphere in residences next year will be far superior to previous years. By natural progression it is bound to get better: for example, how could 100 women living in the same building as 100 men but help make the residence environment more natural? Gone will be the day of the nunnery. How could RVC maintain significantly different rules than those in the co-ed residence?

Unresolved: food, discipline, academic staff

However, as we mentioned above, most of the crucial, substantive issues have not been met head on and resolved. The "food problem" in Bishop Mountain Hall was attacked during December and January but was not resolved to

anybody's satisfaction. Certain minimum concessions were promised—a full-time chef and dietician to work independently of Mr. Bray—as solutions for the Spring term. It turns out that only a part-time dietician was engaged and no chef. The "Novek Food Report" has many good recommendations, but it will not be implemented if at all, before next September. Basically then, the University has failed again in one of the most critical and long-standing disputes in residences.

Of more long-term significance are the issues of residence discipline and appointment of academic staff. The proposed new Disciplinary Code does little more than recognize officially the autocratic, in-loco-parentis-type of rules existing at present, rules which depend wholly on the extent of goodwill and fairness of each warden or "residential disciplinary officer." Among provisions of the proposed Code is the power of a warden to confine to quarters any student "after a specified hour every evening for a period not exceeding two weeks." He also may exclude from residence without a hearing any student whose conduct gives the warden reason to believe "that the student has committed an act of misconduct . . . and that the student's continued presence in the residence is likely to be detrimental to good order."

There was a case last fall of a student who was disciplined by "exclusion from residence." He had shouted an "obscenity" from a window in the hall.

The proposed Code requires that a hearing be held to rule on the case within seven days of the administrative order to exclude from residence. Under certain conditions the hearing may be postponed further. The Code, however, fails to recognize any element of human feelings at all. Even if the hearing rules in favour of the student, how willing will he be to return to the residence after he has been forced in the meantime to find other lodgings?

The question of student-staff participation in the selection of academic staff is probably the most potentially explosive issue unresolved at present. A decision by one warden to close down the elevator in his hall was the final step in a year and a half-long period of arbitrary rule in which the whole student body became polarized against him. In another residence the president-elect of the hall council recently won on a distinctly anti-Warden platform, roundly defeating the Warden's "candidate."

Realizing the crisis potential of this issue, the Residence Policy Sub-Committee is now debating a proposal calling for review of wardens' appointments by a staff-student committee. This committee would be, like other selection committees instituted over the past year, an "adviser to the Principal." It would include prominent staff from throughout the University and students, mainly from residence.

A new warden for RVC is at present being chosen by a student-staff selection committee. The proposal before the Sub-Committee, if passed, would institute immediately the selection/review committee for the men's residences with the intention of rationalizing the position of warden by the beginning of the next academic year. This committee, like its predecessors elsewhere, may be asked also to make some recommendations concerning the powers and role of a residence warden.

Governing structures

An overview of the decision-making bodies throughout the McGill residence community is at best complex. In each hall there is a "house council" made up of students. There is also a warden in each hall. The "University Residence Council," formerly the Wardens' Com-

mittee, includes the warden and president of each men's residence, Mr. Bray the Business Manager of BMH, and as chairman, Mr. O'Farrell, Director of Administrative Services. The job of the URC is that of implementing policy and overseeing operations in the men's residences.

The only decision-making body representing all residences is the Senate Sub-Committee on Residence Policy. It consists of eight students, eight staff and a chairman. All but two of the students are residents, with each residence having at least one representative (RVC, two). Among the staff are one male and one female warden, the Chairman of the URC, the University's business manager, the Dean of Students, and a psychologist. The Vice-Principal (Administration) is committee chairman. The Sub-Committee is officially responsible for all "policy decisions."

The Senate Sub-Committee was created jointly last summer by the Academic Policy and Senate Development Committees to make a report on residence policy which would serve as guidelines for the two parent committees. Since that time the Sub-Committee has showed itself to be far superior to any other body in terms of initiative and effectiveness in dealing with residence problems to date.

Probably the most significant conclusion reached by members of the Sub-Committee this year is that this body should not be limited to a short life-span. The problems dealt with to date are not to be solved in a "one-shot" manner. In fact, the way the Sub-Committee has operated this year is one of *continual policy review*, submitting reports to its parent committees regularly.

Early in May a proposal will be submitted on the rationalization of the residence community governing structures. Basically, government of the individual residences will not be dealt with, that being solely within the jurisdiction of each hall.

The brief will recommend that the URC be abolished and replaced by a "Residence Operations Committee" for all residences. It would include student and staff representatives from each residence, including RVC. The Operations Committee would list among its members all persons directly concerned with operations and implementing policy: business managers, food service directors, etc. It will be proposed that the new "Assistant Dean of Students for Residences" be chairman of the Operations Committee.

The brief will also recommend that the Sub-Committee on Residence Policy become a full standing Committee of Senate. This action will recognize the long-term necessity of such a policy-making body. It will avoid in the future the red tape currently resulting from the Committee's deliberations being reported to Senate by way of two other committees.

This "streamlining" proposed in the brief will be culminated in a terms of reference for the two major committees. Basically, it will recommend that the Senate Residence Policy Committee be the primary policy-making organ. The Residence Operations Committee would strictly have the task of effecting this policy, while at the same time giving some feedback as to the plausibility of certain proposals. Such a structure would be intended to *do away with* the inefficient duplication of function which occurred so much this year. This often saw the Sub-Committee initiating an action, then waiting for weeks while the URC muddled through its mired agenda and finally debated the subject.

The basic principles of governing structure
continued page 8

proposed above have already received (practically) unanimous approval from the incoming residence presidents and from several members of the academic staff. The loss of time this year in working out suitable compromise structures and in operating with inefficient lines of authority cannot recur. If we are to meet the demands of both students and staff, avoid crises

next year by solving the still-pending problems and generally create a better and more livable residence environment, then a streamlined, representative governing structure is needed. Most importantly, this "government" must be accessible to residence students at all levels.

Mr. Naiman is the immediate past-president of Gardner Hall; Mr. Young is vice-president internal of the McGill Students' Society.

Students interested in living in the co-ed residence next year should write to Dr. or Mrs. Henderson, c/o Gardner Hall, 3925 University Street, by 1 May 1970.

by H. R. HOWSON

LET THE COMPUTER SET THE EXAMINATION

"What's going on in the terminal room? Every so often there's a cheer and a round of applause."

"Nothing in particular—just an examination in Management 200."

"Oh I see, an examination—what? An examination? No. That's impossible—students have been coming and going from the room all morning. And every so often there's that clapping. It can't be an examination!"

/EXEC EXAM01

*In progress

* Execution begins

Helló. Welcome to the McGill RAX time-sharing system and to the first-term examination in Management 200. Before we start the exam, what is your name

?

JOHN STUDENT

And your student number

?

A12345

Thank you John Student. This is a multiple choice exam. I will type out a question and the choices. After I type "enter data" you enter the number of the choice you select. There are a total of twenty-five questions for this exam. I will tell you your final mark at the end of the exam but will not indicate whether each answer is right or wrong.

Here we go. Good luck.

1. Which of the following ...

The computer has been a boon to exam markers. The speed, accuracy (sometimes) and convenience of computer scoring of mark-sense answer cards has promoted the use of multiple-choice type examinations, often in spite of pedagogical objections.

This past winter approximately 250 students taking a second year management course had an opportunity to sit a term examination that was set by as well as marked by the computer. One purpose was to introduce the students to remote terminals and to illustrate use of the computer as an information processor. A second purpose was to explore the potential and problems of this examination method.

This article briefly describes the method employed, and identifies some potential advantages and some of the limitations. The purpose is to explore the future of the method rather than to promote its immediate adoption.

A question bank

Instead of setting an examination paper a bank of questions and answers was stored in the computer system.

The question bank contained more questions than required for an individual exam. The selection of questions from the bank for each student was based on the generation of random numbers by the exam program. To ensure that

all topics were covered, the bank was subdivided into groups of questions. Each student was asked a fixed number of questions from each group. The result was that each student was given a unique examination. Two students sitting side by side at two terminals would be replying to different questions coming in different sequences. Therefore it was possible to admit students to write the exam more or less at their own convenience.

The student did not receive indication whether or not the answer to each question was correct. However, when a student answered five questions in a row correctly the computer responded with an encouraging congratulatory message. (This gave rise to the cheers and clapping in the terminal room noted at the start of this article.) Conversely, if a student had five questions wrong in a row, the computer told him so and suggested he might consider retrying the examination after further study.

At the end of his examination, the student was immediately told his total number right, total number wrong, and final mark. The student's name and student number together with a record of all questions selected for him, his answers and his final mark were then stored in a computer file. This information was available to monitor class progress during the examination period and to provide a final class list of marks. All questions used were multiple choice format, although it would be possible to have questions requiring a numeric value response.

Terminal facilities

The exam was conducted in Strathcona Hall which has a room containing 10 teletype terminals. These terminals connect to the McGill time-sharing computer system through normal telephone lines. The room was supervised by senior students who provided assistance in using the terminals, controlled access to the terminal room, checked student identification and retained all printed output.

This was the first introduction to the computer and the use of remote terminals for most of the students. While there was a normal amount of tension in using the terminal for the first time this was not a significant difficulty. The average time to complete the exam, including signing on initially, was approximately 25 minutes per student or one minute per question.

Advantages

The conversational computer examination can introduce a new dimension for the design of an examination.

For the student it provides flexibility in the time of writing the examination and also introduces the possibility of rewriting the same examination. Many students commented that one major benefit from their point of view was that

it reduced the tension normally associated with examinations. There was a very positive reaction to the simple technique of giving a congratulatory message for getting five questions correct in a row, and of course the immediate scoring at the conclusion of the examination was appreciated.

Flexible timing can be beneficial for an instructor wishing to have a series of several short term tests throughout the year, or sampling tests after each lecture. All tests could be set in the computer at the beginning of term so that each student could progress at his own pace. Some of the possibilities in designing the examination are:

1. Selection of questions based on the student's indicated ability

As an example, the first ten questions of an exam could be of medium difficulty covering some of the major topics of the course. The computer program could then evaluate a student's progress at the end of these ten questions and branch to different groups of questions, one group more difficult for the student with a high mark out of ten or a group of relatively easy questions for the student with a low mark. In this way, the same examination can provide a finer screening of both the outstanding and marginal students.

2. Student options

The student could be given options of different topics for parts or all of the examination. The student could be allowed to by-pass some questions in favour of unknown alternatives, subject to some maximum limit or to a penalty scoring method.

3. Time control

When time is an important element of the evaluation process the program could be designed to measure the total elapsed time either for each question or for the total examination. The elapsed time could then be used to weight the marks. Alternatively, a cut-off time could be imposed as in traditional examinations, either for each question or the total examination. (While this time will be measured in fractions of a second by the computer, which would satisfy all but the most exacting examiner, the response time of present time-sharing systems depends on the total number of terminals using the system. Consequently precise timing is not, in fact, practical for individual questions at present as some allowance will be necessary for the students sitting the examination when the system is busy.)

4. Monitoring and modifying the examination

If a large number of students are taking an exam over an extended period of time it is possible for the examiner to monitor the progress of the examination periodically. Statistics can be maintained by the computer on the number of students having taken the exam, the

progress of students who have tried the examination more than once if this option is available and of the results related to each question in the question bank. It would then be practical to add, change or delete questions in the question bank if analysis of interim results indicated that this would be desirable.

Limitations

An immediate limitation to the use of this technique is the cost and availability of resources. Extensive use of computer-aided instruction techniques will require the availability of banks of terminals at many locations on the campus. Display terminals which eliminate both noise and paper are more suitable than the teletype. Computer processing time and file storage are scarce and costly resources. However the economics of computer use are changing as quickly as the technology and each year we see more terminals around the campus. The coming onslaught of remote terminals in the home, both of the student and the instructor, will introduce some interesting possibilities for those late risers that would prefer to do everything in bed.

A technical limitation affecting the design of questions is the relatively slow speed of the present terminals. For the Management 200 exam each question was limited to a maximum of five lines of teletype printout. Diagrams were not possible. Also, questions requiring an immediate response were used exclusively as it was not practical to have the student spend an extensive amount of time at the terminal doing calculations.

Two problems of the Management 200 exam were that it was not possible to correct an answer if the wrong answer was entered accidentally, and it was not possible to leave a question unanswered and return to it later. These problems can be overcome by modification of the program.

An interesting challenge associated with the computer exam is to establish adequate control over the process. No serious attempt was made to impose rigorous control in this examination as it represented a small portion of the final mark. Future applications will require more attention to this aspect. The main areas requiring control are: Security of the question bank and answers; ensuring that the exam is taken under appropriate supervision; maintaining security of the file of student marks stored on the computer library.

While it is possible to adequately supervise a terminal room, the time-sharing system permits any terminal on the campus to have access to all the programs on the system if the user

knows the right file names and codes. Therefore, while ten students are conscientiously working on their exams under the strict eye of an invigilator, student number eleven can be happily working away on an unsupervised terminal in the basement of the library. He can either choose to write the exam at this time, or, if he is the more enterprising type, can spend a little longer running through the exam several times, accumulate as many questions as possible and sell them to his wealthier colleagues.

One approach to controlling this type of activity is to set up a large question bank with many more questions in the bank than on the examination. The philosophy supporting this approach would be that if the student is willing to learn the answers to, say, three hundred possible questions on the exam, he has effectively learned the material for the course anyway. The use of easily changed passwords, checked by the program at the start of each run, can provide a positive control. Skill will be required to develop a system that provides adequate security but is not overly cumbersome.

1974

The information flow resulting from computerized examinations can be extended to provide a solid base for an Orwellian student information system. Consider many courses being structured to give 10 or 20 computer tests throughout the year, either at fixed regular intervals or with flexible timing to suit the individual student's progress. Results of each test are recorded directly on a computer file for each student. The computer system also receives other data such as term paper assignments, grades of completed assignments, written examinations marks and periodic comments on student's progress from conference leaders, professors and counsellors. Every lecture room has a remote terminal at the door in which students insert their student cards on entering to record attendance at each lecture. (The true believer may even want to record every book borrowed from the library, or rather every extract called for from the computer data bank, and perhaps every issue of pot from the campus dispensary.) All of this information is accumulated and immediately available on the student data bank.

There's a knock on the door of your office and that sleepy student who always sits at the back of the class reading the *Reporter* appears. "Yes, come in." "Thank you sir. You may recognize me. I'm John Student and I take your first year course Biology of Outer Space

Q76299. I'd like your guidance in planning my education program for next year. I'm thinking of going directly into a doctoral program at Peking on The Decline of the East. On the other hand, I'm interested in a new undergraduate course at Harvard on the integration of the Eskimo in the Southern United States. I wonder if you could help me to decide. Oh yes, I'd also like to explain why I haven't handed in that term paper you assigned three months ago and wonder what I should do to get an A in Outer Space."

Instead of reaching into the bottom drawer for a shot of whiskey, you turn on your desk top terminal, request a display of John Student's current status file and, confident that you have all the information available to aid in solving this student's problems, smile and say, "Yes, John. Sit down. I'm sure I can help you."

Conclusion

The description of the computerized examination presented above suggests one area for development of computer-aided instruction and illustrates one use of remote terminals. This application can simplify the administration and marking of exams and term tests, and makes practical the use of frequent short tests throughout the year. New possibilities are available for designing tests and exams that respond to the individual's progress through the examination and a variety of immediate responses can be incorporated. In fact, the only part of the examination process left to the instructor is reviewing the examination with the student afterwards—Well ... not really ...

/EXEC REVU01

*In progress

*Execution begins

Welcome back to the McGill RAX system. I believe you want to review your exam results on the Management 200 term exam.

What is your student number

?

A12345

Thank you John Student.

Your mark, as you know was 21 out of 25. That's pretty good. You are in the top 20% of those who have written the exam so far. Now let's look at the questions that you got wrong. Question No. 1 was a multiple choice question. You selected choice 2. The correct answer was 4. I'll repeat the question for you.

Which of the following ...

H. R. Howson is Professor, Faculty of Management. (Acknowledgements to John Sheel, MBA II and Chris Cotterell, B.Comm. III for excellent ideas and programming.)

PROFESSOR HOWSON'S COMPUTER-AIDED EXAM SYSTEM

CENTRE FOR LEARNING AND DEVELOPMENT

An excellent example of the creative use of the computer as an aid to instruction is provided by Management Professor Hugh Howson, above. He has been using the ten computer terminals located in Strathcona Hall to administer a unique first-term examination in Management 200.

Having spoken with the senior students who supervised the terminal room for Prof. Howson's examination, I was quite intrigued to hear that the Management 200 students actually enjoyed the examination.

Some of us may shudder at the idea of computers replacing yet another function typically done by people—administering examinations. In this case I think it is fair to say that the involvement of the computer administered test frees the professor from the more mundane aspects of examining and allows him to concentrate on the more important problems—developing valid test items, or "tailoring" tests to the individual student. But more importantly, perhaps, Prof. Howson's examination system frees the student from a conventional and rigid

examination schedule which can be anxiety provoking, and which prevents testing from serving as a learning indicator for the student. In Howson's system the student finds out immediately if he is doing poorly, and can remove himself to the comfort of his study quarters where he can take remedial study.

Professor Howson's system clearly depends on the availability of a sufficient number of computer terminals to serve a significant number of students. The ten computer terminals in Strathcona Hall used by Prof. Howson's

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Computer / from page 9

class are currently being supported by the Centre for Continuing Education. The major use of these terminals is for Prof. Duff's evening courses in computer programming. As such, the continued support of this terminal facility depends on the enrollment level of evening programming courses, and the tuition payments of these students. Since enrollments in these

courses will be dropping next year, McGill may be losing this facility.

Professors from a wide variety of disciplines who use RAX terminals as instructional aids in their courses would lose a valuable resource. The Centre for Learning and Development, the Faculty of Management, and the Centre for Continuing Education are working together to

discover ways to continue the support of the computer terminals in Strathcona Hall. Since a budget of some \$10,000-\$15,000 is involved, this may be a difficult task. Any instructor, or department interested in preserving this facility please contact Prof. Hugh Howson, Prof. J. A. Duff, or Prof. G. Roid.

Professor G. H. Roid

RUSSIAN PATRONYMS EXPOSED

Lecture of the Year

by TERRY SOPIRO

The week of February 23rd to 27th will (in the annals of McGill University) undoubtedly be recorded as one of unsurpassed scholarly achievement. Of the many fine presentations, unquestionably relevant to the problems facing the university community today was Miss D. Braier's stimulating botany seminar concerning the tryptophan synthetase enzyme in relation to pea plant growth and development. Not to be outdone by the Department of Botany, the Zoology Department, mobilizing all its resources, scored a major coup within university circles by enticing Dr. F. John Verberg of the B. W. Baruch Institute for Estuarine and Littoral Science, to speak on physiological ecology of intertidal zone crabs.

But the highlight was Professor Boris Umbegaun's (former Professor of Comparative Slavonic Philology at Oxford, and now at New York University) address on Russian patronyms on Tuesday, February 24th.

As the doors to the lecture hall closed, silence settled on all present. In anticipation the audience awaited Professor Umbegaun's words. Breaking the suspense, the patriarch of Russian linguistics stood up. There was a slight delay while the old scholar steadied himself. Pencils poised and Umbegaun spoke.

That day many theretofore accepted myths were shattered. In one disclosure, Professor Umbegaun exposed the fact that:

not only from the end of the fifteenth century but *mainly* from the beginning of the six-

teenth century was the third element of a Russian name used in the nominative case.

Facts such as these kept his audience completely engrossed throughout. But such abstract theorizing was not to over-shadow the excellent detailed analysis of Russian surnames which was to follow. Clarity was the key note:

Russian surnames can be formed not only from mens' names or patronyms but from womens' names as well (matronyms). However a special type of matronym can be formed from a patronym. For instance, if a husband's name is 'Stephan' the wife's name would be 'Stephanika'. Therefore the son's name would be 'Stephanikin'; the resulting situation posing the problem of whether a name ending in 'ikin' is formed from the mother's nickname ending in 'ika' or the Mother's name culled from the patronym.

Concerning the frequency of Russian surnames, the audience heard Professor Umbegaun's re-examination of a rather controversial area of Russian etymology. Having made a count in the St. Petersburg Directory for 1910 of 200,000 surnames, it was discovered that, taking the first hundred names as an example, 89 of these (or 89% of the total) ended in 'ov' or 'ev' and not 58% as a noted Rumanian expert of the Russian language had previously suggested. Professor Umbegaun then furnished his listeners with further statistics proving conclusively that "surnames from birds are much more popular than those derived from mam-

mals," adding that surnames taken from names of fish were not very common as it was rather difficult to form a nickname for a child from a fish.

Within the limits of such discussion, the Slavic sense of humour was not to be denied its proper place. In relating his personal experiences in Europe, Professor Umbegaun had several anecdotes to round out a most illuminating talk. Commenting on the subtleties of the Russian surname, he told of a certain 'Balenski' who had been a prince before he had arrived in the United States, and on his return visit many years later to his homeland of Russia, was taken for a Pole because of his surname. Having literally thrown his audience into convulsions (of laughter) with his first attempt, he ventured later on into the risqué. He related a story about a female torch singer in Paris called 'Lopato' whose name was one night mistaken for 'Lopatto' with two t's, which as any self-respecting Russian knows is not Russian but (horror of horrors) Italian!

Ending his lecture on such a note, Professor Umbegaun left no doubt as to the impact of his visit on McGill. Once more he, and others like him, have convincingly demonstrated that this university has at last liberated itself from a long imprisonment in the Ivory Tower of academicism and has awakened to the issues confronting today's university and the society of which it forms a part.

Terry Sopiro is a BA4 student at McGill.



Professor Boris Umbegaun on Russian patronyms.

SENATE REPORT

Aronson under attack at March 25 Senate meeting

by HARVEY MAYNE

Senate met at 2:25 p.m. on Wednesday, 25 March under the chairmanship of Vice-Principal (Academic) Oliver to consider university business. Dr. Oliver read a letter from McGill Students' Society External Vice-President-elect Sykes indicating the opposition of Students' Council to the Report of the Committee on Rights and Responsibilities. Senate accepted a recommendation that the Report not be lifted from the table. The R and R Committee reported that as yet it had not had sufficient time to deal with all the comments received. It is understood that no final decision on the Report will be taken until next fall.

Senate referred the following motion by Mr. Shapiro to the Academic Policy Committee:

MOVED that

- a) Senate, through the medium of the Academic Policy Committee, consider the establishment of an Institute for the Study of the Consequences of Technological Advancement;
- b) Such an Institute would bring together Physical, Biological, and Social Scientists in an effort to determine what can be done to overcome the problems that twentieth century progress has thrust upon the world;
- c) Studies of such problems as environmental pollution, resource depletion, and social consequences of industrialization might be begun by the Institute as matters of priority.

The following exchange then took place:

Professor Yaffe: Would the Academic Policy Committee also consider the consequences of sociological advances, and see what they have done for civilization?

Vice-Principal (Professional Affairs) Frost: Does Professor Yaffe imply that there *has* been any advances?

Senators: Ha! Ha!

Professor Lloyd expressed the hope that the APC would not appoint a sub-committee, but would have the matter reviewed by his Geography Department. Professor Yaffe then mentioned that a sub-committee would be "number 32 on the list." Having been corrected by a member of the press who dared to interject, Dr. Yaffe then apologized and changed this figure to 22.

Dr. Oliver stressed that a sub-committee was not absolutely necessary, and the APC "could deal with this matter as it chooses."

Senate then spent over an hour of debate on the Nominating Committee's Report. The most controversial item proved to be the one recommending the appointment of Professor D. R. Aronson, C. W. Stearn, and Dean R. E. Bell as Senate representatives on the Project Committee for the Mineral Exploration Research Institute. Although the Committee's members are essentially to be concerned with technical aspects, Senate spent the good part of an hour discussing the apparent achievements and failings of one of the nominees, Dr. Aronson from Anthropology. Professor Aronson has long been a critic of MERI. He recently published an article in the *Reporter* (February 23, 1970) claiming that MERI could lead to very unhappy conditions for the indigenous people of the North.

Dr. Grant suggested that a biologist be placed on the Committee. An amendment to

suggest the Board of Governors nominate a biologist was regarded as an attempt at interfering with the Governors' jurisdiction, and was summarily defeated. After many points of order, questions of privilege, points of information and other questions on procedural issues, Senate got down to substantial matters.

Several scholars took turns in maligning Dr. Aronson. Dr. Lloyd prefaced his speech with the remark that he hesitated to say what he wanted to say at a public meeting. He pointed out, however, that Professor Aronson was not a specialist in the MERI area. Professor Pedersen retorted that according to the terms of reference, a social scientist was recommended, not an expert. Dr. Henry added that Professor Aronson, as a member of the APC, "did an enormous amount of preparation in reading, from the very inception of this project." Vice-Dean Hitschfeld (Physical Sciences) remarked that "it is a matter of regret that the Nominating Committee picked Dr. Aronson... We cannot overlook the fact that he left the Senate debate on MERI in ill-grace."

The Vice-Dean then quoted from Dr. Aronson's article, and included the following passage: "Last Wednesday the McGill Senate voted \$80,000 and the use of the university's name to help the mine owners colonize the Canadian north and crush the lives and spirits of the Indians and Eskimos there."

"If Professor Aronson says this in a calm attitude, the Project Committee will not gain by his presence," said the Vice-Dean. President Grey commented, "No one likes social science less than I do, but we are getting close to character assassination." (Cries of, Agreed!) Chairman Yaffe said he was "shocked that Professor Aronson's expertise is limited to reading, compared to others who have spent their lives in that field."

The Chairman protested that Senate was taking an "unconsciousable [sic] length of time." Dr. Henry said Senate should "stop being so polite. Some people, because of ideological reasons, disagree with Dr. Aronson's presence on the committee... Dr. Aronson is well-qualified. He is an anthropologist—he did not specialize in Northern Affairs, but with his general training, he is well-acquainted with the subject matter under consideration."

Senate then continued a crucial debate over the meaning of "at least three representatives" in the terms of composition of the Project Committee. One scholar added his profound wisdom to the debate by pointing out that "at least" was the opposite of "at most." An amendment to retain a *maximum* of three representatives was then approved.

Because of the presence of four names for three seats on the nominating list, it was decided to hold an election by mail ballot. Several Senators protested that this would be a round-about way of eliminating the social sciences' representation on the Committee by dropping Dr. Aronson. Other Senators objected to this imputation. After several angry comments were made to and fro, the following exchange of opinion took place:

Professor Johnston: This is ridiculous carrying on in Senate as if we were children!

Dean Ross: Oh, I don't know.

Senators: Oh! Oh!

Expert opinion was then sought on the meaning of the suspicious word "recused" in another item of the Report. ("... It is reported that Dean McCutcheon and Professor Brierley have recused themselves...") After a hurried consultation among officers of the Senate at the head table, it was explained that *recused* is the legal term for *excused*. One Senator later announced his intention of pursuing this matter to its *reductio ad absurdum* at the APC for further clarification. It is hoped that the Departmental Assembly of the English Department will be in a position to render an opinion on this kind of vocabulary, so as to aid the smooth flow of Senate proceedings in the future.

Senate then went into closed session to discuss the report of the Honourary Degrees Committee. Upon resumption, Senate considered the 65th Report of the Academic Policy Committee. A religious but amicable debate took place over the Report of the Subcommittee on the Future of the Faculty of Divinity. Among the Report's recommendations are included a change in name of the Faculty of Divinity to "The Faculty of Religious Studies," the continuation of a Comparative Religion Program in the Arts and Science Faculty, and the continuation of the Faculty's association with three Montréal theological colleges. Several changes in graduate programs are still pending before the Faculty of Graduate Studies and Research.

Dr. Johnston delivered a stirring speech on the necessary existence of his Faculty in the university. He pointed out that "the name of the Faculty does not matter—but the content of degrees and standards do... After 700 years of academic theology, it would be strange to ask us to defend ourselves. We are the oldest faculty in the university... We touch life on every single point... It is—thank God—the students who find this as the integrating area for their studies." Senate then approved the recommendations mentioned above.

After the recess, Dr. Oliver presented a letter from Minister of Education Cardinal M. Cardinal wished it to be known that the parallel CEGEP Program on Macdonald College was no longer felt to be necessary. A site for an English-speaking CEGEP had been found somewhat to the east of Macdonald College. The Minister added that his Department was still of the opinion that Agriculture must be placed on central campus.

Mr. Grey commented that "there has been a pattern of the Minister of Education to get McGill to contract, by the shortage of English-speaking CEGEPs, by their policy of rat-trapage... There are areas where McGill must expand—for example, as a multi-campus university... The government may change in the coming provincial elections, and I certainly hope so, but we should be ready for a struggle. We can no longer assume good faith on the part of Québec. The Minister of Education does not want English education large or small."

President Grey also questioned the possibility

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by doubting the basic institutional framework of contemporary society than the right, because very many groups (as you already imply) obtain their support mostly by saying, "If we get to power, if we get our way, if we get the laws we want, then our constituency will have access to high-level satisfaction of demand from present institutions which now only *They* have." And therefore, the smaller groups fear the loss of even a few of their fellow constituents.

Reporter: But to begin with CIDOC—

Illich: This is a long history—

Reporter: Can you compress it, briefly?

Illich: There are some people who like to maintain an ongoing conversation during their lifetime. It's a real luxury, if you want. And it just so happens that over the last 25 years a certain group of people have "conversed" with each other. I tried always to live my life in such a way that people who wanted to continue exploring something—we didn't know where it would lead us at any given moment and even now don't know where it leads us—would find a hideout, a way of getting together. This was true in Rome, in Salzburg, or the west side of Manhattan in the slums, and again in Puerto Rico where I got myself an old wooden shack in the mountains overlooking the ocean and the jungle. And this continues to be true in Cuernavaca, at CIDOC. So the

conversation, or let's say the ideas to which you refer, developed despite all kinds of jobs I or other people had to take on—but on the other hand, evidently, I tried to choose doing what contributed most and which left me the most time to continue, with some few friends, the ongoing conversation.

Reporter: And this conversation happens during the "Alternatives in Education" conference this spring?

Illich: It happens all the time. This spring, there will be a chance for people who are interested in joining this conversation—in the area of alternatives in education—to come in and meet some of the people who have been in the conversation for a longer period.

CIDOC itself began in 1960. We started a language school here, to create an economic base: a language school for adults interested in social change in Latin America. The school made certain that people with advanced interests in Latin America, who were not Latin Americans, would spend four months together and therefore be faced with certain issues when engaged in purely mechanical language learning. Then Valentina Borremans, the girl who runs CIDOC, started a library. The library began to offer seminars in two of its rooms, and a mimeograph machine began to circulate occasional papers. The mimeograph machine

with its occasional papers grew into a press of 83 bound books, volumes of reproduced manuscripts which go into all big libraries and all industries and therefore represents today the largest publishing concern in contemporary Latin American—not in number of copies, but in number of volumes published a year. The occasional seminars grew into the Institute of Contemporary Latin American Studies [ICLAS], in the framework of which, for instance, this spring program on alternatives in education is being held. ICLAS mushroomed and overshadowed the rest, but the language school still produces the overhead necessary for economic independence.

Reporter: You are one of the founders of CIDOC. Where are the other founders? Are you the man now in charge, the brains behind it, let's say?

Illich: No, I am not in charge. The brains . . . there are many brains behind CIDOC. How shall I say it, to define myself . . . I am the question mark behind it, perhaps.

Reporter: L'agent provocateur.

Illich: Yes, perhaps. The unavoidable agent provocateur perhaps. The founders of CIDOC are basically our librarian Valentina Borremans, who runs the Centre, and I, and Gerry Morris, who is not here now—he is teaching Spanish to Indians in Oxaca at this moment.



AT THIS MOMENT, THE HIGHLIGHT IS RADICAL CRITICISM OF THE IDEOLOGY ON WHICH SCHOOLS ARE BUILT

We were a group of people as different one from the other as imaginable. The administration of CIDOC is entirely in the hands of Valentina Borremans, and her team of seven or eight people. The total administration takes about an hour on Thursday morning. I never sit in on that. Every head of department is asked by the other heads of departments two questions: do you feel that anyone interferes with you; and, is there anything that you feel one of us doing that you don't know enough about. And that's the administrative meeting.

Reporter: Apart from the simple mechanical function of the Centre, what is the purpose of CIDOC in terms of, say, education reform? How does that tie in?

Illich: . . . to CIDOC—I wish you could focus for a moment on how this place functions. There are some seventy people, from the gardener to the director, working here. None of them is a so-called university person. For example, Yolanda Guadarama, the receptionist, is really our substitute receptionist because the regular receptionist is sick. Her main task is the painting of signs, graphics which we need, but she also does the job usually done by a dean in a large university. After all, there are about 150 to 200 professors from all over the world, outstanding people—intellectuals or thinkers or social critics or leaders or whatever

you want to call these types—and Yolanda manages for them.

If a professor wants to teach a course—we ourselves don't organize any courses—if he wants to teach something that he can't teach at, say, Notre Dame, which he can't put into the Notre Dame catalogue, then he teaches it here. He'll say, "I have a manuscript; I can't find slaves to work on this manuscript. I am looking for people who will correct it for me, and look up footnotes, and who want to discuss it with me." The news of his project is circulated around the world through CIDOC's catalogue. CIDOC provides him with a place to teach. And if there are 10 people registering in this course—each paying \$30—he gets \$250. If there are less than 10 people, then he doesn't get anything. Under all circumstances CIDOC goes out of its way—it buys him up to \$100 worth of books, research and reference material so that his course can be properly conducted. Does this give you an idea?

Reporter: Yes, very much.

Illich: Now evidently this attracts, in a snowballing manner, people on certain subjects. At this moment, the highlight is radical criticism of the ideology on which schools are built. Schools are built on a certain ideology, on axioms: that learning happens as a consequence of teaching, that learning happens particularly

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well when programmed, when put into a curriculum, that it should be graded, that it is principally suited for children.

All through history the schoolmaster has been represented as a slightly ridiculous man who believes what he teaches, while every child knows that he doesn't learn anything from his teacher. And any adult who would say that he learned anything from his teacher, would say that he learned patience from him. Psychology shows us that human beings are extraordinarily plastic until the age of four or five, when they reach school age, and then they are again self-directed after puberty. The public resources are invested in teaching children—80% of public resources in underdeveloped countries—in teaching human beings during the period of their latency. So the axioms I spoke of must be exploded, because only when people are deeply, spiritually, in their imagination, purified of these hang-ups can they think about educational models which are an alternative to present schools, and which are radical enough.

Once you look at schools the way we look at schools, at the whole school system, here, you realize it would have been almost impossible a hundred years ago to predict that this strange kind of religious ritual would ever develop. Therefore you become aware that it

THE AXIOMS ON WHICH THE SCHOOL SYSTEM IS BUILT ARE REALLY ABSURD, OR MORE PRECISELY, ARE PARADOXES

could have developed in twenty other forms, and that there are actually thousands of alternative, personal ritualizations of the learning process which would have been available to different sub-cultures in our society. But people must understand, deeply, that the axioms of schools are really just administrative hypotheses for the bureaucracy which creates truths about schools, before they can develop alternatives which are radical enough. Otherwise we are just going to develop free schools, alternative schools, new schools, child-centered schools, and so on . . .

Reporter: Hippie communes?

Illich: Hippie communes might not have a school—but in the end, hippies say, “even we have a school system here.”

Reporter: One of the criticisms you have made is that the North American teaching process is totally irrelevant to Latin America and to the so-called developing countries. Why single out the educational process from all the technological processes by which a few advanced countries rule the world?

Illich: You call them technological processes. Let me call them institutions. Let me call them major productive establishments. Each one of them is founded on a simple set of axioms. I mentioned some axioms of schooling. Let me talk about the axioms of locomotion—



that the range must be as wide as possible, that the speed must be as high as possible, that the commodity must be maximal, and so on—these seem common-sense axioms, at this moment, about transportation. All these axioms make possible and justify decisions, and each one belongs to a special process or institution or establishment. But they float on, navigate in, something even deeper, which I would call the *verities* of technological society. (We could just as well now discuss Marcuse with all his tremendous shortcomings, Ellul with his idealism.) The *verities* of contemporary life are, for instance, that space can really be conceived of as a set of distances, that time flows independently of human experience, and is the product of the machine called the watch, that speed doesn't change space—something that is very contemporary but as Mumford points out so well, really finds its origin in the technological beginnings of the early Middle Ages.

Now if this model, which I give here, the model of *common sense*, is reasonable, then we must distinguish three *levels* of common sense: the level of the *verities*, the *a priori* forms of knowledge in their contemporary dress. Above this the world of institutional axioms, each justifying a different modern, technological institution and which, therefore, are autonomous, inter-related, and made for continuous

perfection and growth. The third level of common sense, the most artificial one, the one that Galbraith speaks of particularly in his *New Industrial State* and even more clearly in his *How To Control The Military*, the world of bureaucracy-made-truth—I would rather call it executive truth. If this view of the world is correct, then we must subvert that institution in which the subversion could most easily succeed, the one in which we are engaged, and living. For me, that is the school system.

I do see that, at this very moment, there is a great alliance forming, of dissidents from four important groups related to the school system. Within each one of these groups there are people who are at the point of realizing that the axioms on which the school system is built are really absurd, or more precisely, are paradoxes.

The government finds out that the schools it can reasonably promise its constituents are far beyond any economic means of their country. This happens in both the rich countries and poor countries. (I don't know if you are aware that in the United States it would cost, according to HEW [Health, Education and Welfare Department] \$80 billion—that's more than the entire defense budget—in order to give to the lower ¾ of the population the same education opportunities which the upper ¼ considers as minimal.) Therefore, the politi-

cians find out that schools are beyond the economic reach of the richest countries.

Dissident groups of parents find out that their children don't learn from teachers, that they don't learn at that *time*, in school, that they don't learn in a curricular fashion. The disappointment of the government, or let's say of the tax-payer and his representatives, joins with the disappointment of the parents.

On the other hand, the researcher, the pedagogical researcher who very frequently starts his research in order to see how to improve the teaching processes at schools, finds out (and finally begins to say) that learning might be possible notwithstanding its ritualizations in school. And for the first time the students can say what common sense always knew—that, how do you say, *l'école est une blague*.

Reporter: A joke—so you have the student revolutions all over the world...

Illich: These four groups: the tax-payer; ¼ of all parents; the learner who is subject of the school; and the operator of the school, the teacher—join from four points of view in declaring that that which was until *this* moment common sense, is nonsense. Common sense about the axioms of schools is going through an inversion, through a change of sign: instead of plus it's becoming minus. And this is a very extraordinary change of common sense.

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Common sense in technological society changes very rapidly because of the invention of new processes: Teflon changes the common sense of cooking just as electronic machines change the concept of communication, and, let's say, develop the media, the whole problem of McLuhan. But this change of common sense about the axioms of the production system for education is *not* happening as a consequence of a newly-invented process. It is not happening either as a consequence of new information available. (It becomes rather easy now to find how other people in other parts of the world live and to accept as common sense that they should live that way, which wasn't so fifty or eighty years ago.) The change is happening purely as a *removal of constraints on the imagination*. We are suddenly finding out that it is nonsensical superstition to believe in these axioms.

Now I don't think that this change is happening, at this very moment, in any other one of the major production establishments. I can't very well see the workers at the Ford plant refusing to continue to produce cars because cars are absurd. The workers, not even dissident workers, can't do that. But dissident *teachers* say that school does not produce what it claims to produce.

This kind of axiomatic revolution, this kind of radical renewal, or loss of face of an ideology related to an institution, can't happen yet in, say, the health industry, because even if the quack, the astrologer, the T-group leader or whatever you want to call him, gets the clients who formerly went to the doctor, it is not yet a group process. People use the doctor only in the crisis. But people use the teacher during a whole period of their life when they are obligated to submit to him.

I believe therefore that the revolution in the attitude toward schooling, a deep understanding of what is really happening—very often in confused terms in the minds of these four groups who are on the point of forming an alliance—can give us the first example of a mass revolution against one of the huge technological production institutions of modern society. Do you understand why I concentrate on it?

Reporter: Yes.

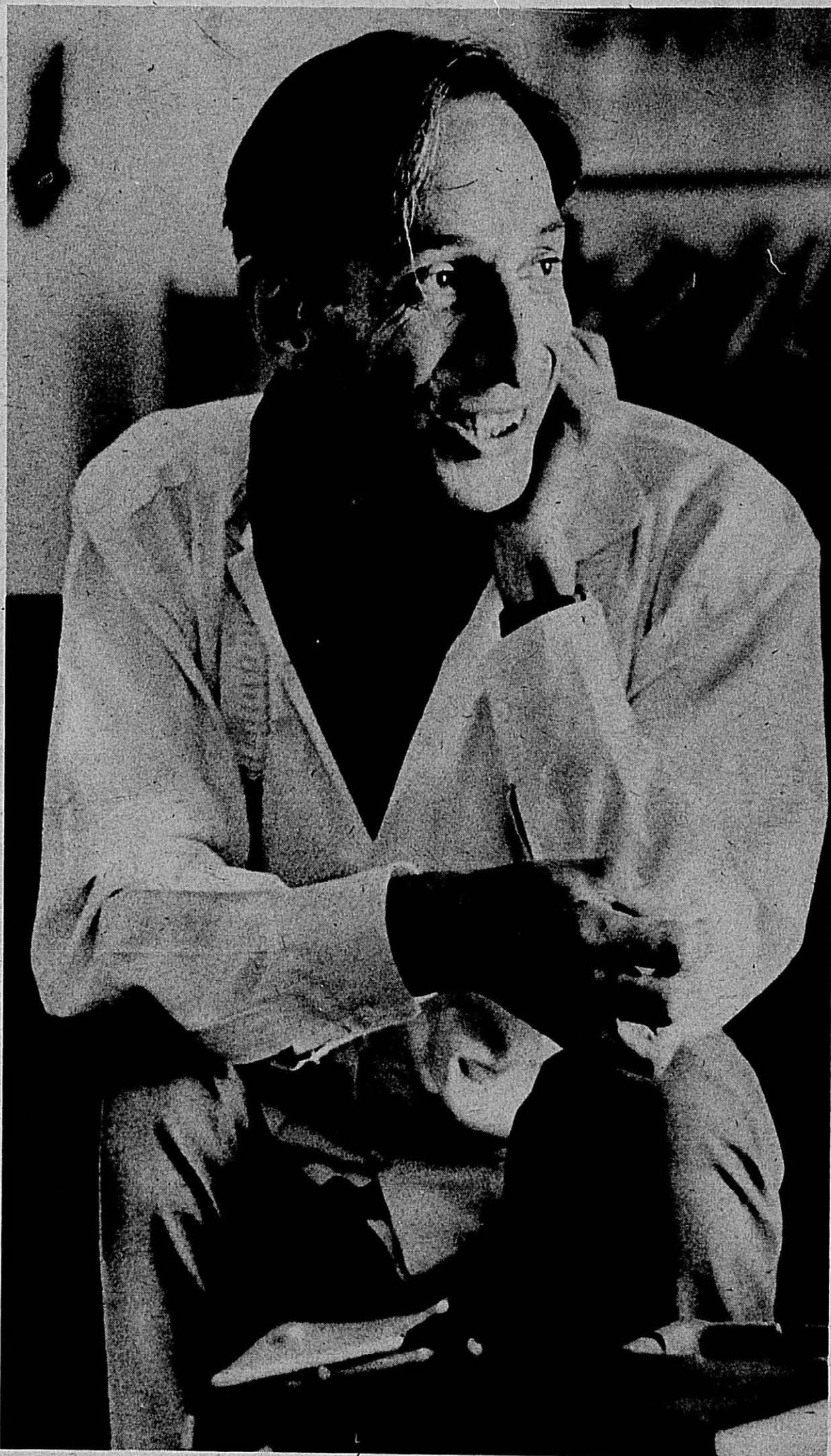
Illich: There is another reason. Practically, the overwhelming majority of every modern nation is actively engaged in being a client of or in producing the school system, at any given moment in life—as parents, as teachers, as builder of schools, or as students. Therefore a revolution, a transformation of common sense, a changing of sign of the common sense axioms, decrees that participation in schools as observed by these four client groups, is absurd—*touche au vif*.

Reporter: Touches the quick...

Illich: Right. If we can produce an awareness that we are not seeking a *new* form of schooling, but a freedom from school, in a significant even though tiny minority, not only of students—that's important—but of all members of society throughout a vast area of the world, we can for the first time not only redefine the schooling axioms but we can go deeper. We can bring the whole technological verity which underlies the various institutions and their axioms to consciousness.

So we are touching, at the very quick, the verities of technological society by discussing the school system—the one institution whose purpose it is to produce citizens who believe in these verities, who accept our cultural definition of the *a priori* forms of time and space and causality and so on.

Reporter: But to reform the entire education system in this fashion you need...



Illich: I am not reforming any system, I am thinking. I am inviting people to think.

Reporter: In your role as agent provocateur... But you have some very concrete proposals about Latin America. For instance, continuing education—

Illich: Oh yes. I have these proposals. I do hope that in the process of conducting the type of thinking sessions that we have here at CIDOC, people who participate will suddenly see that what they have proposed until now is not radical enough, that they can go three or four steps further—that what we are looking for is not an alternate school system for adults, not an educational process which accepts, consciously, freedom from scholastic definitions. What we

BY HAMMERING OUT A FEW DEFINITIONS, WE CAN LIBERATE MINDS

are trying to develop here is a *language* in which one can speak about schooling without continuous reference to education, and in which one can speak about education without continuous reference to school.

Reporter: Can you explain how you propose to develop such a language?

Illich: The best that anyone can do is to be very much aware of "where the thing is at," and with a certain degree of ascetic discipline and courage and real criticism, with others, try to put into non-emotional, clear terms where it's at. Perhaps we can contribute by clarifying certain concepts. I do believe that by the hammering out of a few definitions—that is all we can do, really—we can liberate minds. If we can describe the school system functionally, as a graded, curricular, age-specific, teacher-centered ritual oriented towards certification—none of which has to do with education; as a functional bundle of custodial care or baby sitting, indoctrination, or socialization; as certification or labeling or categorization for management; as task learning, and perhaps also some code learning; all packaged in a religious idealism about making man himself and free—I make some contribution.

Reporter: Has Latin America accepted this hocus-pocus, this "functional school system"?

Illich: Oh no, no. God help us. No. We have already discussed, at great length, that the world has been schooled. People all over Latin

THE ELITE IS SATISFIED WITH AND BENEFITED BY THE SYSTEM

America, the elite, have accepted that education is a product of schooling. Very rapidly, the innocent pagans (who didn't know it) diminish and the number of would-be converts, who know that they are inferior if they can't go to school and at the same time are certain that they will never make it, increases rapidly. But in the underdeveloped world, the poor world, the third world, the anti-capitalized world—whatever name you want to give to it—the elite are schooled up to international standards (the standards of minimal schooling are very fast becoming international). And you are just as badly off as a high-school dropout in Argentina as you are in New York, even though in Argentina you still may join the union of street cleaners which you may not do in New York. This elite which has gone through school and which is satisfied with at least the symbol which the system has attached to them, is much smaller. The elite is also enormously benefited by the system, and the four-fold alliance of which I spoke before is much less probable in under-developed countries than in developed countries.

Reporter: Because they don't have the machinery to protest?

Illich: Not only that. Their pupils are cynically satisfied with their certification, and they continue for a long time to demand still more investment in their already highly-privileged class in order to render education at least as expensive as it is in New York, so that it be as "good" as that. The teachers are much more carefully, if you want, selected. Just as in a certain area, a man who believes in medicine will become a doctor, or a man who believes in the function of the ministry will become a minister, so in countries where the teaching profession is still rather selective most teachers recruited are deeply, fanatically committed to the liberal school. The parents, who are also the tax-payers, find that schooling still provides them with an awful lot of advantages when

compared to all the others, especially if the whole population pays taxes so that *their* children—and there are very few of them—may go to school. The researchers of the advanced type don't exist. So that an alliance of dissidents in the schools of the underdeveloped countries of Africa, Asia, and South America is much less probable than the same alliance in the overschooled northern hemisphere. On the other hand, the evidence of the absurdity of schools is so much greater in the poor countries. We must ask if there can be any kind of compensation: whether the greater pressure of overwhelming evidence that school is socially polarizing our countries and rationalizing a new technological type of inferiority for those who have dropped out of school, can balance the lack of meaningful dissident minority from among the four groups.

Reporter: What happens to people who drop out of school in Latin America?

Illich: All people drop out.

Reporter: Everybody? What about the top 10% that you said, in your commencement address at the university of Puerto Rico, finished university?

Illich: Ah, but I spoke not to the Latin Americans, I spoke to a US colony in Puerto Rico. (The man who invited me to give the talk at the University of Puerto Rico was summarily fired. This is an interesting thing for you. This is the first time of which I know, in a State University within the US, where the rectorship of the main campus simply was declared vacant because the man, faithful to his principles, just didn't resign. It was mainly because he opposed ROTC, or he permitted dissidents to be vociferous about the continuation of ROTC, and about the continuing massive increase of North American curriculum and English at the University. The last time he was requested to resign was at an emergency meeting of the Board of Trustees, because this man, the rector of the University who *should* be responsible, had helped 35 students of his university to spend six weeks in Cuernavaca with us.)

Anyway, you tell me about 10%. In Puerto Rico I made a statement about Puerto Rico. The situation in Latin America is much more

THE DROPOUT HAS LEARNED ONE THING: THAT HE IS INFERIOR

absurd. There is not one single country, really, in which one out of four people, young people, finish the fifth grade. There is no country where one out of 20 people get into the university, and there is not one country where one out of 70 people could ever think of finishing university.

Reporter: What about a statement like the one I heard when we went to see the University of Mexico. A guide was talking to a group of American tourists, and he said, "anybody in Mexico who wants to have a university education, all he has to do is come here, it's all free."

Illich: But naturally.

Reporter: How do you cope with something like this, with this kind of propaganda?

Illich: Ministries of education employ good statisticians, and the type of double talk . . . I mean, I would like to conduct a seminar analysing any 20 yearly reports, of any 20 ministries of education from all over the world, to point out to you standard forms of double-talk, of lying . . . and I assure you that the socialist countries are in no way better off than the capitalist countries.

Reporter: What happens to the people who drop out of school after say, two years of

schooling?

Illich: They have learned one thing, that they have dropped out.

Reporter: So they go and live in a slum somewhere.

Illich: No, no. I have to make myself clear. They have learned at least one thing: that a good child should have stayed on. They have dropped out. They have been transformed into dropouts. What they have learned is that they are inferior, but that they are not inferior because they did not have a chance. Rather they are inferior because they are stupid or bad-willed. Basically what the man at the University of Mexico told you is, anybody who does not come here, for some reason or another is a bad boy. All over Latin America, education is obligatory for a minimum of five, usually eight or ten years. And under North American advice, the number of years during which education is obligatory is increasing continuously, which is really a way of guaranteeing, of making obligatory, the assignment of sufficient funds to level 8, 9, 10, later on 11 and 12, for those who get there—which we know *a priori* are the children of those who are privileged, and every now and then some token poor boy to show that everybody can make it. And I don't think that there is much difference between the preference given to the children of the privileged by money, in the capitalist countries, and the children privileged by having parents who are faithful party members in military dictatorships or Marxists dictatorships.

Reporter: So it's a form of cultural imperialism.

Illich: School is.

Reporter: Is the North American process so powerful . . .

Illich: Let's call it the North Atlantic process because the North American schools are, in a way, wider open to criticism than the German or the French ones.

Reporter: You have pointed out too that there are two "units" in the world, which more and more obviously have no way of communicating with each other.

Illich: But that is an entirely different problem.

Reporter: But it also has to do with contemporary "education" and the polarization it produces . . .

Illich: The problem goes much deeper. I was amazed to find out again how recent the concept of state is, not to speak of nation. Now, all over the world, states need their religion, and their religion is increasingly the national school which trains for the adoration of the flag and the boundaries and national suzerainty or sovereignty. And increasingly we find out that we really do not know how to speak to people of a different religion. Since we are all schooled, we all have basically the same religion, but we don't know how we would speak to somebody who has gone through an entirely different ritual process to become mature. Just as church formerly, so school today I conceive of as society's fundamental myth-making ritual process.

Reporter: So you are a demythologizer, then.

Illich: Yes. And basically I suggest that you must move in the direction of a society in which we find ways of permitting individuals to grow up in separate worlds of common sense . . . je crois que le bon sens de demain sera d'admettre qu'il y a plusieurs mondes de sens commun, et que chacun peut choisir son monde de sens commun. You can say it even better in Spanish—Unamuno points this out—do you remember the last line of the *Quixote*? "Morir cuerdo y vivir loco"? We have to accept "de vivir locos" in many different common-sense worlds, and permit people to choose their own.

of moving the Agriculture Faculty to central campus "from their fields." One Senator commented after the meeting that "the presence of cows in certain departments could certainly ameliorate the education offered."

Vice-Principal Oliver then presented the Report on Marianopolis College. It recommends the appointment of a "joint committee established by the Board of Governors and named by the Chancellor" to re-explore possibilities of affiliation with Marianopolis. Senate then argued at length whether it was right to call such a committee a *joint*. A motion to table at first was defeated 13 to 11 at 5:25 p.m. However, exactly 12 minutes later, Senate passed this motion 15 to 4.

Senate then resumed its biweekly debate on admissions policy. Professor Sandiford, seconded by Professor Anhalt, moved that "Senate issue the following statement:

McGill University, having reviewed the current projections concerning the future demand for places in the three-year University program, is confident of being able to honour, for the foreseeable future, the commitments made both to the students enrolled and enrolling in the McGill College Equivalent Program and to those in the CEGEPs. Should unforeseen circumstances arise to produce an excess of demand over our planned capacity, the University will arrange to accommodate all qualified applicants to the utmost limit of its resources.

Mr. Chinloy commented that "we can't make a guarantee, or even a moral commitment, if we are not going to treat McGill students in a special way." At about 5:45 p.m., Senate lost its quorum, but an informal discussion continued. The Chairman stressed the need of "doing something" so that Senators could repair home for supper. It was taken as a consensus that all efforts be made to call a lunchtime meeting of Senate the next week. "With a limited lunch," commented Mr. Shapiro. "An unlimited lunch!" retorted Vice-Dean Vogel (cries of Ha! Ha!). Senate adjourned officially at 6:13 p.m.

RESEARCH ON ASBESTOS AND HEALTH:

A progress Report to Employers and Employees of the Quebec Asbestos Mining Industry

by J. C. McDONALD

Just over three years ago a research team from the Medical Faculty at McGill University began a comprehensive study of the health of workers in the Quebec asbestos mines and mills, together with related investigations into the occurrence of certain types of lung cancer throughout Canada. The professional members of the McGill group were Drs. Alison McDonald and Corbett McDonald (epidemiologists), Dr. Margaret Becklake (physiologist), Mr. Jack Siemiatycki (statistician), Mr. Graham Gibbs (environmental hygienist), Dr. Gisèle Fournier-Massey (physiologist) from the University of Sherbrooke, and Mr. Charles Rossiter (statistician) from the British Medical Research Council. The studies were supported by substantial grants from the Institute of Occupational and Environmental Health of the Quebec Asbestos Mining Association and the United States Public Health Service, and formed part of an international research program coordinated by l'Union Internationale Contre le Cancer. Considerable assistance was also given by government departments in Quebec and Ottawa and by health departments, too numerous to mention, throughout Canada and in many parts of the United States.

The primary purpose of the studies has been to assess any risks of lung cancer that there may be in persons exposed to Canadian chrysotile asbestos, and at the same time to review all aspects of the health of workers in the Quebec mines and mills to ensure that it is efficiently protected. The influence of asbestos on health has been the subject of intense research in many parts of the world during the past few years, mainly because of the discovery that in certain circumstances exposure may be related to cancer of the lung and to mesothelioma, a cancer of the covering of the lung. The extensive literature on this subject was recently well reviewed by Dr. George Wright of Cleveland in a paper published in the American Review of Respiratory Disease of October 1969. Questions of first priority in the Quebec study concern 1) the amount and type of asbestos exposure necessary to constitute any risk, and 2) whether the fault lies with asbestos alone or whether there are other associated factors. The research program was completed on schedule and the results are now being subjected to statistical analysis. Several papers have already been published and others will continue to appear over the next year or so. In the light of preliminary findings it has been

decided to continue the research program for a further period of five years. This report on progress to date is presented to the industry—unions and management—so that all may know where matters now stand and the objectives for continued research.

Of greatest importance are the findings from a study of mortality and causes of death in some 12,000 employees in the industry born between 1890 and 1920. This showed that the 10% of employees who belonged to the highest category of dust exposure had an over-all death rate about 12% higher than the rest, mainly due to asbestosis, lung cancer, and other respiratory complaints. The lung cancer death rate in this group was about three times higher than that of employees with minimal exposure. The 70% of employees who belonged to the lowest dust categories, however, had little or no increased mortality from these diseases. Two points must be emphasized: first, that the dust exposure experienced by these workers was mainly many years ago when environmental conditions in the mills were poorly controlled, and second, that the total number of cases attributable to asbestos was very small. Results so far suggest that at present levels of dust exposure in the better mills today even 30 years' employment would probably not carry any measurable risk of lung cancer.

Next should be mentioned the findings from surveys throughout Canada of deaths due to mesothelioma. Careful search has shown that this cancer is fortunately very rare, only 165 fatal cases being recorded by pathologists in the entire country during the period 1960-68. Field inquiries confirmed that in a minority of cases there was a definite history of having worked with asbestos. Almost all these histories were of exposure in the manufacture and industrial application of the mineral rather than in the production of fibre, and there was no increased number of cases whose contact was limited to residence in the neighbourhood of asbestos mines or mills. Taken together these two sets of results confirm the association between occupational exposure to asbestos and these two varieties of respiratory cancer. The findings are encouraging, nevertheless, in that they suggest that the risk is virtually confined to levels of dust exposure which are controllable, if not already controlled in most Canadian mines and mills.

Most of the remaining research has been concerned with the evaluation of old and new

methods for the medical supervision of workers in the asbestos mining industry and has focused particularly on the use of chest radiography and on the potential contribution of modern procedures for measuring the function of the lungs. These studies have been on a very large scale and have involved (1) the development of an entirely new system of classification for the X-ray appearances of workers exposed to asbestos and other dusts, (2) the reading of at least one X-ray from some 15,000 workers by an international panel of radiologists and (3) survey of lung function in which a representative sample of some 1,200 current employees was tested by a variety of techniques—some simple and some very complicated—each for nearly two hours. Full analysis of all this information will not be completed for several months but it has already been possible to describe for the first time the varied changes that may take place in the chest X-ray of workers with increasing amounts of dust exposure, and to examine the relation of these changes to the tests of function.

The research program contemplated for the next few years will have three main and several supplementary objectives. First, it is considered most important to continue to record and analyse deaths and their cause to enable the present approximate estimate of what constitutes a safe level of dust concentration to be more accurately and surely defined. Next, it seems essential to maintain a close watch over the occurrence of suspected mesotheliomas in Canada to understand better their cause, since asbestos exposure has failed to explain most of them and is probably not the only factor even when present. Finally, in collaboration with the industrial clinics in Thetford Mines, Asbestos and perhaps elsewhere, it is planned to introduce a new system for the routine medical supervision of asbestos workers, based upon lessons learned during the past three years and to subject the procedure to critical evaluation.

In the work that has been conducted in the Quebec mines since 1966, the McGill team has received and is very appreciative of the great assistance given by workers, their families, unions, employers, physicians, pathologists, and government departments. The success of future studies will continue to be dependent on similar collaboration.

Dr. McDonald is Professor, Department of Epidemiology and Health, McGill.

ARTS AND SCIENCE TO SPLIT

After much haggling, the Faculty of Arts and Science has finally decided to split. The historic motion to divide was passed 65 to 54 at the Faculty's meeting on Monday, March 16. Another motion to accept in principle five crucial recommendations of the Report of the Committee on the Structure and the Constitution of the Faculty of Arts and Science (COSAC) was passed 64 to 44. The five recommendations suggest that:

1. A council of Arts and Science of about 100 members be elected from the staff of departments and students to discuss the general form of undergraduate university programs in Arts and Science, to approve and be responsible for multidisciplinary and interdisciplinary programs, problem-oriented courses, and the students registered in them, award degrees in these programs, and to provide liaison with other undergraduate faculties and the Graduate Faculty in such a program.
2. The Council be presided over by a Provost with rank equivalent to a dean whose function would be to foster and administer the budgets of interdisciplinary programs, and have

influence over the budgets of the faculties.

3. An Interdisciplinary Studies Board be formed as a committee of the Council of Arts and Science, to consist of directors of interdisciplinary programs, and to provide guidance on the establishment and administration of such programs.
4. Three Faculties—Arts, Physical Sciences and Biological Sciences—be formed each to be headed by a dean, to award B.A. or B.Sc., degrees and to function much like present faculties except in matters that affect more than one of the three faculties which must pass through the Council.
5. Each Faculty choose whether they will be elective or not, and each department be free to choose to which faculty they wish to adhere (but it must be one of the three) with the provision that members of departments be free to sit on whichever faculty they prefer.

An irritating procedural wrangle took place before passage of the above motions. Some scholars insisted on knowing what "in principle" meant and many definitions were thrown around. Vice-Dean Gordon claimed the

COSAC Report reminded him of a giraffe, but then changed the simile to a camel. "The camel is an animal composed of a committee," quoth Dr. Gordon.

Professor Arnold spoke in favour of some alternate recommendations put forward by a minority of the COSAC members. The recommendations would have kept the present faculty with some less drastic changes in structure. Dr. Arnold asserted that "things are so bad now, that I don't want to make them worse." He claimed that "the only advantage I can see in the Report is that three or four lower administrators will be promoted to Dean." Chairman Arnold insisted that students would have to see so many authorities to advise them on courses, that "they will have no time for studying."

In view of the closeness of the votes, it is not expected that the split will be approved by Senate in a great hurry.

One science professor commented after the meeting that he was "greatly worried about abandoning my Arts colleagues to themselves."

NEWS BRIEFS

Warden's Responsibilities

A committee composed of 3 members of the Board of Governors; 3 members of Senate; 3 representatives of the Graduates' Society; 3 representatives of the MAUT; 5 student representatives, and charged with the function of considering and subsequently presenting its views to the Board of Governors on the question of the scope and responsibilities of the Warden of Royal Victoria College and the appropriateness of the roles assigned to her at present by the Statutes of the University; and to recommend to the Board of Governors one or more individuals to be considered for the appointment, has been meeting now for some months.

The Committee has decided to recommend that the post of Warden of Royal Victoria College be divided between the Warden, who shall be responsible for the Royal Victoria College itself and the welfare of its residents, and an Administrator (Dean of Women or Associate Dean of Students) who should work in cooperation with the Dean of Students to assist the women students in the University living outside of the Royal Victoria College.

If authority is granted to divide this post in this way, specific recommendations then can be made. A list of candidates already has been built up, but members of the University are requested to send any suggestions of potential candidates to the Principal's Office at the earliest possible date.

Principal H. Rocke Robertson
Chairman
R.V.C. Selection Committee

Faculty of Arts and Science: early registration

Early registration for students in the Faculty

of Arts and Science, who have been promoted to the following year on the basis of their April-May examinations, will be held between August 10th and August 28th. The student will complete his entire registration and will not have to appear for registration in September.

Information concerning early registration will be sent out with reports of standing.

Students who are eligible for early registration are encouraged to avail themselves of this opportunity in order to avoid possible delays at the Gymnasium.

Academic Policy Committee

The Academic Policy Committee, at its meeting on 26 March 1970, approved the following items in the name of Senate:

Biology 015: a joint experimental course with Sir George Williams University, open to Arts CEGEP students. This course will be subject to review in two years.

Biology Honours Program in Comparative Physiology: This program is sponsored by the Zoology Department and is one of the interdisciplinary Honours programs in the Biological Sciences. It is designed to offer a training in physiological processes as seen in a wide range of organisms, plant and animal. Advanced training is available in neurophysiology, endocrinology, and biophysical mechanisms but the principal emphasis is on the physiology of plants and lower animals. It will be a suitable precursor to graduate study in Zoology, Botany, or Physiology.

Coeducational residences

At a special joint meeting of the Academic Policy Committee and the Committee on Development held on March 19, a proposal to admit 100 women to Gardner Hall was passed unanimously. This is an experimental pilot project, meant to get a feeling of the way in which co-educational residences should be operating. Rules and regulations for the new

female/male Gardner Hall will be worked out in the summer by the University Residences Council. It is expected that the new female arrivals will be housed in a separate wing of the Hall.

France-Canada degree equivalents

Students who wish to enquire into the equivalence between university degrees offered in Canada and France are invited to consult the relevant documents in the Registrar's office.

Documents such as the one entitled *A Report of a Team of French and Canadian Experts on the Equivalences of University Degrees* are not intended to provide strict definitions of particular degrees, but should be used as a guide. The above Report has been approved in principle by the Academic Policy Committee.

Intensive French Summer Course

The Intensive French Summer Course for McGill staff will be held from June 1st to June 23rd on the McGill Campus, Monday to Friday from 9 a.m. to 12:30 p.m. Registrations will be accepted on a first-come, first-served basis, the total number enrolled not to exceed 150.

The main aim of the course is to improve effectively techniques in spoken French and to promote self-assurance in the language. Classes will be offered on Elementary, Intermediate, and Advanced levels, with the exclusion of Beginners. Those registering in Elementary and Intermediate levels will have the choice of 2 out of 3 subjects: Phonetics, Grammar, and Functional (conversational) French.

A team of highly competent and affable Instructors, skilled in breaking barriers of self-consciousness, a team well known to former participants in Staff French Courses, will be available this summer.

For more details and financial terms please apply as soon as possible to Prof. T. Romer, Director of the Staff French Courses, Peterson Hall, R. 236, 3460 McTavish St., Montreal

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112—Tel: 392-4491, Monday to Friday 10 a.m. to 1 p.m.

Dix jours d'été en français

Un cours supplémentaire, très condensé, au niveau avancé exclusivement, sera offert du 26 juin au 5 juillet au Mont St-Hilaire. Il comprendra 2 classes ne dépassant pas 10 inscrits chacune. Les candidats, appartenant au personnel de l'Université McGill, seront reçus à la suite d'un petit examen d'admission. L'instruction, comportant 6 heures par jour avec un total de 54 heures, se limitera au français parlé. Logement au Domaine Gault, nourriture et loisirs, toujours en français, assurés.

Pour plus de détails et pour les conditions financières veuillez vous adresser sans tarder au Professeur T. Romer, Directeur des Cours de français pour le personnel de McGill, Peterson Hall, b. 236, 3460 rue McTavish, Montréal 110—Tél: 392-4491 du lundi au vendredi de 10h. à 1h.

Community Programs

A sub-committee on Community Programs was established recently by the Academic Policy Committee. The terms of reference of this sub-committee are: to be responsible for coordinating a university community program that relates the academic concerns of McGill students to social problems of the city and province through activities outside the classroom and laboratory. The university community program will therefore be neither an extension of extra-curricular activities nor a purely welfare program. Specifically the Sub-Committee will:

1. coordinate the various programs within McGill;
2. facilitate contacts with community programs at other universities;
3. study the educational and academic implications of these programs for curriculum, a credit system and student evaluation and propose guidelines in this respect;
4. provide a framework for the empirical assessment of the validity and usefulness of such programs;
5. receive and recommend for approval new projects which might be part of a university community program;
6. coordinate appeals for funds from outside sources and prepare recommendations for university funding for these problems.

Comments are invited from members of the university community. Please contact the chairman of the sub-committee, Professor Charles Pascal, Centre for Learning and Development.

Milton-Park Citizens Committee—Your Corporation

The Milton-Park Citizens' Committee recently received its status as a non-profit corporation which, it believes, will aid it to preserve and improve the area from University Street to St. Laurent which the committee represents. Working on the basic principle that citizens of a community have the right to participate in the development of their community, the committee locked horns with a land developer, Concordia Estates, which plans the demolition of six blocks in the center of the neighborhood because the company was unwilling to accept such participation. As a corporation the committee hopes to purchase existing properties and maintain them as low-cost housing. The need for such housing is even clearer in the wake of the Montreal *Gazette's* revelation that Concordia's claim to be planning the building

of 900 low-cost units in their project is untrue and that no such plans exist (*Gazette*, 14 March 1970, p. 3).

The Milton-Park Corporation also has plans to open a day care center for the children of working mothers this September, and they have already succeeded in finding funding for the project. A food co-op is also planned for the area soon, and an experimental co-op is functioning now. Already under way, with the help of several architects, is a project to convert alleys into parks and play areas.

The Committee is especially interested in membership from the McGill community, either as supporting members for those who don't live in the area, or regular membership for residents. A call to 842-1359 can arrange such membership.

R and R begins public hearings

The first public hearing to review the recommendations of the Report of the Senate Committee on Rights and Responsibilities was held on April Fool's Day at 2 p.m. When the meeting opened, 50 spectators and only three members of the Committee were in attendance. There are 14 members on the R and R Committee. During the course of the meeting, the attendance of Committee members rose to a grand total of seven.

Critical briefs were received from David Blitz, President of the Arts and Science Undergraduate Society, Randy Sykes, Vice-President-elect of the Students' Society and several representatives of the Residences. For the first half-hour of the meeting, about five members of the Chicken Shit Brigade, a committee of sociology students, constantly heckled and interjected. Finally, they disrupted the meeting for five minutes, denouncing the Committee as "a lackey of the administration," etc., etc.

Senator Martin Shapiro, External Affairs Vice-President of the Students' society, and a member of the R and R Committee, announced that he wished to "disassociate" himself from the Code. Mr. Shapiro added that the Code was a "shoddy thing" and that he felt "cheated," since he had understood that the Code would only be an interim measure.

A short discussion took place between Chairman St. Pierre and a student about the exposing of genitals in relation to an article in the R and R Report which expressly forbids "Conducting oneself or expressing oneself in a manner which is lewd, obscene, indecent, or dangerous..." on campus.

The Committee has announced that it intends to work with various groups during the summer, although it has not indicated that it will make any major changes in the proposed Code of Discipline. It was generally agreed that no final decision on the Code could be made until the fall term.

Management Faculty holds Awards ceremony

The Faculty of Management held its first scholarship and awards ceremony March 19th, with most students receiving their prizes from officers of the companies involved.

Winners were as follows: Mrs. Ruth E. Stephens, the Price Waterhouse and Co. Scholarship, and the Touche Ross and Co. Award; Peter T. Chinloy, the Alcan Scholarship and the Riddel Stead and Co. Award. Mr. Chinloy was also recently named a Woodrow Wilson Designate.

Isaac Bruck Memorial Scholarships went to Leong A. Yeap and Michael Rotsztain, who also won special Chemcell Awards. The Chemcell Scholarship was given to Serge Darkezanli.

Pascal A. Hoskins and Andrew Trotta were the winners of the Sir William Macdonald Scholarships.

McGill Associates' Graduate Fellowships went to: Ellys Piepgrass, John S. McCormack, Gerald Ramniceanu, Thomas G. Dowbiggin, Gordon Clements, Larry Babins and Claude Godbout.

John Sheel won the Adex Industries of Canada Ltd. Scholarship and the H. E. Herschorn Graduate Scholarship. Claude Godbout was awarded the Seagram Business Fellowship of the Samuel Bronfman Foundation.

McGill Students place In Math Competition

Michael Zuker, B.Sc. 4, has won honorable mention in the 30th annual William Lowell Putnam Mathematical Competition, thus coming in the top 36 individual winners of 1,501 American and Canadian students participating.

In addition, George T. Fleischer, B.Sc. 4, David L. Tanny, B.Sc. 4, James A. Tilley, B.Sc. 3, and Robert Peter Urbanski, B.Sc. 2, placed in the top 500. All except Mr. Urbanski placed in the top 500 in the contest last year. Mr. Zuker who is a Woodrow Wilson Designate, was also in this category in 1968.

The competition is held in memory of a Harvard mathematician who was an expert in mathematical puzzles and riddles. It tests ingenuity rather than learning.

Macnaghten Prizes announced

The winner of the \$75 first prize in the Chester Macnaghten Creative Writing competition is third year B.A. student, Oleg Mychalczuk. He received first prize for three chapters from his novel "Of Pru—A Memory."

Second prize, worth \$40, went to Nancy Eve Naglin, B.A.3, for her short story entitled "Klondike Days."

Receiving honourable mentions were Gregory P. Yavorsky, B.A. 3, for a collection of poems; William T. Perry, B.A. 3, for his Fifteen Poems; Amin Aladin Kassam, B.A. 2, for short story; Josh Freed, B.Sc. 4, for short story; Harvey Mayne, B.A. 4, for satirical essay, "Trees Up in Arms," which appeared in the *McGill Reporter*; Robyn Sarah Belkin, B.A. 4, for a selection of poems; and Guy M. Tombs, B.Sc. E1, for his prose fantasy, "From the West."

Dave Fleiszer: McGill's Athlete of the Year

The winner of the highest distinction in McGill's Intercollegiate Athletic Program this year is Dave Fleiszer. On Tuesday, 17 March 1970, he was presented with the Major D. Stuart Forbes Trophy—the highlight of McGill's Awards Presentation at the Sheraton Mount Royal Hotel.

The Students' Athletic Council selection of top athlete was made from a large number of candidates. Honourable mention was given to Fleiszer's teammate Bob Berke, all-star corner linebacker, and five year veteran of the McGill Redmen football team. Dave Johnson for the second year in a row, was mentioned as runner-up, National Intercollegiate Swimming Champion and CIAU College Swimmer of 1970.

Fleiszer has collected an exceptional number of trophies and awards. The twenty-one-year-old 6'1" McGill fullback was named MVP of the Championship Redmen team (Students' Society Trophy), recognized as the top college football player in Canada (Hec Creighton Trophy), voted the outstanding player in the Ontario-Quebec Conference (Omega Award),

and finally McGill's top athlete for 1970 (Major Stuart Forbes Trophy). He also received a plaque for playing in the 1969 Canadian College Bowl, and was the top scorer and top rusher in the OCAA Football League.

Dave's achievements culminate an exciting and extremely successful football season. This was McGill's first football Championship since 1962.

Dave is in his first year of Medicine at McGill and he plans to report for Coach Tom Mooney's opening practices on September 1st.

In whatever manner he decides to continue his competitive football interests, Dave has made his mark as one of the best McGill players in the history of Canadian College Football.

Bachelor of Social Work Degree

The Faculty of Arts and Science, through the McGill University School of Social Work offers an undergraduate program of professional studies in Social Work, leading to the Degree of Bachelor of Social Work (BSW). The BSW Degree course, to be completed in the third and fourth years of university studies, has the following principal educational objectives:

1. To prepare students for professional practice in any one of a range of social service positions. (The BSW degree will represent the point of admission into the Corporation of Professional Social Workers of the Province of Quebec and the Canadian Association of Social Workers.)
2. To prepare selected students for entry into more specialized professional studies at the graduate level.

Admission to the BSW program is open to third year students who have achieved a second class standing in their second year courses. Before entering the third year, the student should have completed selected introductory courses in the social and psychological sciences, particularly psychology, sociology and political science.

Students who are now completing their second year and who are interested in entering the BSW Degree course, are advised to make applications to the School of Social Work, 3506 University Street before May 1st, 1970.

Helping students help themselves

The McGill Student Entrepreneurial Agencies, Inc. has shown considerable progress since it first began in September, 1968. MSEA set out with four basic objectives: to provide summer and part-time employment for students; to provide managerial experience and decision-making responsibilities; to provide a link between the university and industry; to provide a constructive and entrepreneurial outlook.

Progress has been made in each of these directions, especially in the area of providing employment opportunities. Since September, 1968, MSEA has employed over 750 students, generating salaries estimated to be \$57,000. In this year alone (September 1969-September 1970) MSEA will have gross sales of \$350,000; student salaries of \$60-80,000, employing about 500-600 students. Therefore, it would appear to me that we have made considerable strides in the direction of finding jobs for our fellow students.

As MSEA continues to expand, the sophistication of the management of the agencies will grow too. This will require more student managers and supervisors, necessitating greater delegation of responsibilities, resulting in many more interesting jobs.

Like any other newly born organization, we experienced "growing pains." In our case, this resulted in a turnover of executive and management personnel of a magnitude we had not

counted upon. Eventually though, the turnover stops, the personnel becomes more stabilized, and the organization, consolidated at last, can seek expansion. MSEA has reached this point.

We have embarked upon a \$90,000 fund-raising campaign which has raised about \$15,000 to this date. With this money as a cushion, MSEA can attempt to enter new businesses of a large nature, thereby increasing the numbers of students employed and student salaries generated.

If I have one regret, it is that the campus has not realized the benefits nor the good intentions of MSEA. Those who have worked for us have realized that MSEA has been established to help our fellow students. It appears as though those students, with no knowledge of our purposes, operations, and personnel, have relied on libellous, immature, and untrue accusations and insinuations in an attempt to give MSEA a bad name. Their aims are aimless, their actions cannot be justified factually or morally, their effects are negligible. MSEA hopes that in the future, the student media will research articles before writing them, at least about MSEA. As well, it would be profitable, in my opinion, for the Students' Society to work more cooperatively with MSEA.

With anticipated student salaries of about \$100,000 next year, MSEA is well on the way to matching the results of Harvard Student Agencies Inc. Like HSA, MSEA now has a full-time general manager with one year experience of full operations, and a new President, Richard Stober, who will take over on May 1, 1970, MSEA has, is and will continue to live up to its motto of "Helping Students Help Themselves."

Richard Pomerantz
President, MSEA

Redpath Museum, Spring Program

Field Naturalist Club: *Outings*, April 25, May 9, May 23; *meetings*: April 28, May 26. Pre-Registration—Education Division, Redpath Museum, 392-5988. Family groups welcome, but we request that children under 14 be accompanied by an adult.

Museum Mysteries: A program compiled by the McGill University Museums Auxiliary, April 11, 18, and 25. The program has been designed specifically for children between the age of 9 and 13. Teachers who wish to bring a class or group are advised to make a reservation by calling the Education Division, 392-5988. Individuals who wish to participate may do so by coming to the Museum.

Special Exhibition: to June 1970, "The Redpath Museum—An activity university department," the world-wide scope of the Museum's collections, areas of North America where research projects are being conducted, representatives from the Earth and Life Science collections, and many more interesting exhibits.

Note: April 23, Audubon Wildlife Films in association with the Canadian Audubon Society present "Journey In Time," reflections on the Grand Canyon (Robert W. Davison), 8:15 p.m., Stephen Leacock Building (Room 132). Ticket holders only.

Ecumenical trip to Rome, Israel, and Paris

Les Amis de Saint-Benoit-du-Lac have organized an ecumenical trip to Rome, Israel, and Paris for the promotion of friendship among Christians, Jews, and Muslims. It is scheduled from May 16 to June 6, 1970.

The itinerary includes a private audience with Pope Paul VI on May 20 and a visit to

Monte Cassino where the patriarch Saint Benedict founded the Benedictine Order.

The visit to Israel will include discussions at the University of Jerusalem, a visit to a kibbutz, and many other opportunities for dialogue with both Jewish and Arab friends.

Cost of the trip is \$890.00 and interested persons should contact Les Amis de Saint-Benoit-du-Lac, 10631, Vianney, Montreal 360, as soon as possible. The telephone number there is 381-6237.

Staff Changes

Appointments to Rank of Professor

Department of Electrical Engineering: Comsa, Radu, P., Dip. In. (Zur); M. Eng. (McG), P. Eng.; M.E.I.C., S.M.I.E.E.

Department of Geography: Muller-Battle, Fritz, Ph.D. (Zurich), to Professor of Glaciology.

Department of Physics: Stairs, Douglas, G.B.Sc. (Que.) M.Sc. (Harv.) Ph.D. (Harv.); Stevenson, D. Richard, B.A. (Sc.) (Tor.); M.S.E. (Mich.) Mech. E. (M.I.T.).

Leaves of Absence

Agronomy: Stepler, H. A.—March 9/70-May 31/71.

Anthropology: Salisbury, R. F.—Sept. 1/70-May 31/71.

Divinity: Markell, H. K.—Jan. 1/71-June 30/71.

Islamic Studies: Barker, M. A. R.—Sept. 1/70 for 1 year.

Metallurgical Engineering: Davenport, W. G.—Jan. 71/June 71.

New Appointments

Anaesthesia: McCaughey, T. K., Associate Professor, 4/70-6/73.

English: Bristol, M. D., Assistant Professor, 9/70-8/73.

German: Fischer, A., Visiting Professor, 9/70-8/71; Riley, A., Visiting Professor, 9/70-8/71; Badenhausen, R., Visiting Professor, 9/70-8/71.

Jewish Studies: Blidstein, G. J., Associate Professor, 9/70-8/73.

Maths: Michler, G., Visiting Associate Professor, 9/70-8/71.

Mechanical Engineering: Vrana, J. C., Associate Professor, 7/70-6/75.

Promotions or Changes of Status

English: Heppner, C.A.E., to Assistant Professor, 3/70-8/73.

Experimental Medicine: Goldsmith, H. L., to Associate Professor, 9/69-8/74; Goodfriend, L., to Associate Professor, 9/69-8/74.

Pediatrics: Avery, M. E., to Professor (G.F.T.), 1/70-8/74.

Surgery: Mulder, D. S., to Assistant Professor (G.F.T.), 1/70-8/72.

FEEDBACK

FEEDBACK WELCOMES OPINION FROM ITS READERS, ON AND OFF CAMPUS. LETTERS SHOULD BE SHORT, MAXIMUM OF 500 WORDS.

A principal's qualities

In the *Montreal Star* of 27 February 1969 there appeared an open letter signed by one hundred and one members of the McGill staff condemning McGill University and, by implication, Principal Robertson, for its handling of the Gray affair. In the same issue another letter appeared, opening with the statement: "While we sympathize with many of the goals and motivations of our colleagues who have signed the open letter in today's *Star*, we cannot accept all of their arguments and presuppositions." This letter was signed by four McGill professors.

On 1 March 1969, a statement over the signatures of six hundred faculty members appeared in the *Star*. These signatures were collected in a single afternoon and supported the theme: "Although we realize that in these times no university administration is likely to follow an error-free course, we must emphasize that we recognize the integrity of Principal Robertson and his earnest desire to serve the University in his recent actions with respect to Mr. Stanley Gray." None of the signatories of the second letter of February 27th chose to support publicly the latter statement, either in its entirety, or with qualification. Two of them did, however, come forth a year later in response to the principalship poll, directed by the *McGill Daily*, with the statements: "Robertson, in terms of his personal honesty, is the kind of man we need to go looking for," and "I deeply regret that the present Principal is resigning. I thought he was the ideal man for the job." (*McGill Daily*, March 2, 1970, p. 12.) These two men thus took a position in a quiescent time that most of their colleagues had taken in a time of crisis. These men came first and third in the student popularity poll for principal.

At the heart of the complexities of the Gray affair lay a division of opinion as to the competence of the University, and in particular the Principal, to handle the case in an effective and just manner. There were those who honestly felt, and still do feel, that the Principal could not fulfil the role thrust upon him. On the other hand, a clear majority of the faculty felt that he could. Both of these factions expressed their conclusions loudly and clearly. This clear expression of opinion undoubtedly played an important part in delineating the Principal's mandate and allowing him to bring the affair to a relatively rapid and clear-cut conclusion. Our own experience may be seen as comparatively painless when measured against those of Sir George Williams and Loyola, where confusion and indecision on the part of faculty members have propelled intra-university problems to the edge of disaster.

Good government, good management, and good leadership all require men capable of making clear decisions, and particularly men who can make clear decisions under stress. H. Locke Robertson has measured up well under these criteria. Under his aegis McGill charted a successful course through a difficult period of Quebec history and, in the opinion of most, has become a better University. In the long term the Gray affair will contribute nothing to McGill, nor to Quebec. It was a case of much noise signifying nothing, but it was nevertheless a severe challenge to the authority and leadership qualities of the Principal. He made a clear

stand against the evolution of the campus into a theatre of the absurd and received overwhelming support from all sectors of the University. The minority who believed the Principal was acting unwisely had, in general, the courage to say so. An even smaller minority would not, or could not make up its mind, but, unable to hold its peace, nevertheless insisted on peddling equivocation and indecision in the guise of reconciliation and arbitration.

On the first anniversary of the Gray affair the equivocators now sing the praises of H. Locke Robertson and the students choose them as the men most likely to succeed in the business of being Principal. Sad, but not surprising, when you consider that too many of the voters know little if anything about the true qualities of the candidates.

J. F. Harrod,
Chemistry Department

Spanish gadfly

Although it is now quite clear that neither facts nor attention to what people actually say will have the slightest effect upon Mister Betanzos' irresponsible charges and distorted accusations, I would like at least to repeat the essence of what I said in the meeting of March 13 to which Mister Betanzos refers in his letter published in the issue of March 20, and to give some of the background which led up to it.

At the meeting, Mrs. Betanzos insisted on knowing who had been aware of Doctor Harvey's decision not to renew her husband's, Mister Betanzos', contract for next year. I said that I had been. Long before the decision was made final, the problems in the department caused by Mister Betanzos' refusal to teach one of his courses had become so grave and annoying to both staff and students that several other colleagues and I wrote a letter to Doctor Harvey requesting information. In that letter we pointed out that it seemed that at least one member of staff had refused to give one of his courses for reasons which were most unclear to the rest of us. This, I might add, had nothing to do with his absence due to illness, but rather seems to have been motivated by personal reasons about which I am still not certain. In that letter we asked Doctor Harvey if this was a privilege we all had. Could we, in mid-year, decide not to give a course which did not appeal to us, even though students were registered in it and colleagues were being required to fill in and teach it? A copy of the letter was sent to Dean Stansbury who met with us and, after having heard our feelings, said that at that moment any decision on the matter lay with Doctor Harvey. We then asked Doctor Harvey if she could clarify the situation. After considering the matter for a day or two, she agreed to explain the situation as best she could. To do this, she showed us some of the materials dealing with the events leading up to Mister Betanzos' refusal to teach the course. I have no way of knowing whether we saw all the material or not, although the quantity was almost overwhelming, but we certainly did not see Mister Betanzos' "personal dossier" and I said so at the public meeting of March 13. I should also add that I myself told him of this in early December and explained the reasons behind our request. At that time he seemed to respect our motives. Nevertheless, once more Mister Betanzos has opted for his own world of poetic fantasy rather than the hard world of facts in which the rest of us are trying to fulfill our duty.

The other statement to which I would like to reply is the one in which he says that Doctor Martinez and I have little personal knowledge

of him. In my own case, this is not accurate, for if he will look through his record book, he will discover that I was a student of his in 1963-1964 and that he even wrote a letter of recommendation for me. He says that students as well as colleagues should have been consulted regarding the non-renewal of his contract and although I was not consulted by anyone at anytime, I have been both of those to Mister Betanzos and my knowledge of him is still growing.

It was due to a desire to know the reasons behind an obviously disagreeable situation that Doctor Martinez and I, with other colleagues, asked for clarification from the proper authorities. We were given this freely and I think the time has come for Mister Betanzos to do the same instead of creating his own set of facts.

Victor Ouimette,
Assistant Professor
Department of Spanish

CLD Correction

I should appreciate it very much if you would publish the following item in the "Feedback" column of the *McGill Reporter*.

Mr. Robert Mackenzie reports in the March 13th issue of the *McGill Daily* under the headline "CLD will seek teaching reform," that "The Centre has provided the impetus for eight projects this year: first year courses in Chemistry, French, Physics, etc. . . ." This statement was obviously based on information supplied by the CLD, but unfortunately it was not checked with the staff members involved in the first year Chemistry course E 10b. While I do not wish to detract from the fine work being done by the CLD in other courses, I would like to correct the inexcusable error in the reference to first year chemistry, and also to give credit exactly where it is due. It was actually Mr. W. P. Hillgartner, Director of the Instructional Communications Centre, and his staff who provided the impetus for the TV-Individual Carrel System of Learning that has been operating so successfully this year in Chemistry E 10b. Thanks to their efforts financial support was obtained and physical facilities were designed and constructed.

M. Onyszchuk,
Professor,
Department of Chemistry

On disruption and the TRQ

I'm surprised that the *Reporter* would consider printing such a nauseous effusion as *Notes on a Disruption* by Lazar Lederhendler (March 6). This tract explicitly glorifies aesthetic totalitarianism—in a fashion so crude as to make even Trotsky rumble in his grave.

Mr. Lederhendler is enamoured of socialist realism. Further, his *réchauffé* version of it includes the dangerous notion that it is O.K. to disrupt theatre performances to "expose the political nature of a bourgeois play." Apparently he has little faith in the ability of the audience to decide for itself the merits of a play, and feels it is up to him and his TRQ shock troops to show us the true path, disruptively if necessary. Mr. Lederhendler might be made aware that his theory of Art is not shared by all. He has the right to forcefully and insistently propagate his view—but not when it comes to stopping someone else from doing the same. And this is what the interruption of "No" was.

If the TRQ does not like "No" or any other play—for whatever reason—then it can publish a critical journal saying why. It has the freedom to do this much. It cannot go farther without destroying the liberty of artistic expression.

Gary Gillman, BA 3

COMING EVENTS

APRIL 10 TO APRIL 17

Send notices of coming events, photographs, illustrations, etc., to M. Cowen, Information Office, Administration Building, Room 633, McGill (392-5301, -8095). Deadline: Friday noon, a week before the issue in which the notice is to appear.

FRIDAY—10

BOTANY SEMINAR: Speaker: Dr. Carol Peterson, Department of Botany, University of Guelph. Topic: Translocation in Phloem. 4:00 p.m. Room W4/12, (Botany Seminar Room), Stewart Biology Bldg.

PLAY: The Centaur Theatre presents *Luther* by John Osborne, until April 26. 453 St. François Xavier Street, Old Montreal.

SATURDAY—11

MCGILL LECTURE FOR HIGH SCHOOL STUDENTS: Topic: Civil Liberty: The Legal View. Speaker, Professor S.A. Scott, Faculty of Law. 10:00 a.m. PSCA.

SUNDAY—12

FILM: Sponsored by the Gardner Hall Residence Council. The Marx Brothers in *Duck Soup* directed by Leo McCarey (US 1933). 7:00, 9:00, 11:00 p.m., Gardner Hall, 3925 University Street. Admission 75¢.

MONDAY—12

MCGILL FACULTY SEMINAR ON HUMAN ECOLOGY: Topic: Human Ecology: A Review and Discussion. Speaker: Professor P.C. Salzman, Department of Anthropology, McGill. 4:00 p.m. in Leacock 738.

MEETING: Council (Faculty of Arts and Science) 9:30 a.m., Arts Council Room.

TUESDAY—14

FOUR DAY SEMINAR-WORKSHOP: April 14-17, Management Development Institute. Topic: Sales Forecasting for Effective Business Planning. 9:00 to 5:00 p.m. Management Development Institute, 3650 McTavish St.

WEDNESDAY—15

EXPERIMENTAL FILMS: A juxtaposition. Cinema II presented by the MOFA. 8:30 p.m. Lecture Hall, MOFA Members and Students .75¢, non-members \$1.00.

SEMINAR: Topic: Cross-Currents Between Teaching and Practice—A Panel Discussion. 8:30 p.m. Room S1-4, Stewart Biological Building, 1205 McGregor St.

THURSDAY—16

MEETING: Senate Committee on Development. 2:30 p.m., Room 609, Administration Building.

FRIDAY—17

COLLOQUIUM ON EXACT PHILOSOPHY: Topic: A Categorical Approach to Logic. Speaker: Gonzalo Reyes (U of M), 4:00 p.m., 2nd Floor, 3479 Peel.



Alan Scarfe with members of the cast of *Luther* by John Osborne, at the Centaur Theatre to April 26.

CHESS!

by CAMILLE COUDARI

The symbolism of chess:

A psychoanalytic interpretation

As we already know, chessplayers have always been so absorbed by the playing of their game that they have hardly ever attempted to find out about the nature of chess itself. Therefore, it is not surprising that they have questioned themselves even less about the reasons which drive them to the game and which create a need for it. Yet it is important for us, at this point of our research, to discover if there is identity or similarity between the causes and the nature of human involvement in chess and those of the involvement in art.

The mystery of man's need for artistic expression is a phenomenon which has always been a matter of sharp controversy and which has found innumerable explanations. The most important development of the question in our century was by psychoanalysis and the "discovery" of the unconscious dimension of human behaviour, and the consequent treatment of art as a symbolic manifestation of sexuality. By the study today of the psychoanalytical interpretation of chess we will discover yet another analogy, and a most important one, between chess and art. With the help of the previous similarities we have pointed out, we will finally be able in a week or two to draw a definite conclusion to our research.

Before beginning, I would like to mention that I do not think that this interpretation of chess is either universal or final, but that if I deal with it today it is out of personal preference and also because there is a remarkable exception, amidst the general indifference among chessplayers and chess literature, for all non-technical questions. This is Reuben Fine, an American grand master, a contender for the world title in immediate prewar period who later on retired from chess and became (sic transit fortuna!) a psychiatrist. He wrote an interesting though far from complete essay (*The Psychology of the Chessplayer*, Dover Publications, New York, 1956). To my knowledge, this book is the only serious attempt ever made by a chessplayer to analyze the relationship between the player and the game.

Fine's main assumption is that chess is a play substitute for the art of war. But the unconscious motive actuating the players is not the mere love of pugnacity characteristic of all competitive games, but the grimmer of the father-murder. The mathematical quality of the game gives chess a peculiar and sadistic quality. The sense of overwhelming mastery on the one side matches that of inescapable helplessness on the other.

Now the symbolism of chess lends itself to this rivalry in a most unusual way. Central to it is the figure of the King. The King occupies a crucial role in the game in all respects. It is the piece which gives the game its name; for, chess is derived from the Persian *shah* meaning King, and is more or less the same in all languages. In fact the three universal words in chess are chess, check, and King, all

of which derive from *shah*. All other pieces have varying designations in different languages.

The King is indispensable and all important. It is also irreplaceable. All these qualities make one think of the supreme rulers of the Orient. Here, however, enters a vital difference: the King as piece is *weak*. Actually, during most of a game, the King is more a liability one has to hide (castling) than of any help in aggressive action. However, it is the existence of such a piece which makes chess unique.

Consequently, the King becomes the central figure in the symbolism of the game. Its qualities lead to the over-determination of its symbolic meaning. First of all it stands for the boy's penis in the phallic stage, and hence re-arouses the castration anxiety characteristic of that period.

Second, it describes certain essential characteristics of a self-image, and hence would appeal to those men who have a picture of themselves as indispensable, all-important and irreplaceable. In this way it affords an additional opportunity for the player to work out conflicts centering around narcissism. Third, it is the father pulled down to the boy's size. Unconsciously it gives the boy a chance to say to the father: To the outside world you may be big and strong, but when we get right down to it you're just as weak as I am and you need protection just as much as I do.

The existence of the King allows an identification process which goes far beyond that permitted in other games. In this way chess allows for a strong assertion of individuality.

Rook, Bishop, Knight and Pawn also frequently symbolize the penis. In addition they may have other meanings. To one player the Bishop was libidinalized as a superego figure—the name was taken literally. The Knight may symbolize a horse, which it is also sometimes called.

The Pawns symbolize children, particularly little boys. They can grow up (promote) when they reach the eighth rank, but it is again significant that they may not become "King." Symbolically, this restriction on Pawn promotion means that the destructive aspect of the rivalry with the father is emphasized, while the constructive side, which would allow the boy to become like the father, is discouraged. We would, therefore, anticipate on the one hand a very critical attitude towards authority in the chess player, and on the other an inability or unwillingness to follow in the same direction as his father.

The Queen will, as might be expected, stand for the woman, or the mother-figure.

Jones comments that psychoanalysts will not be surprised to learn that in the attack on the King (father), the most powerful support is provided by the Queen.

Put together, the chess board as a whole may readily symbolize the family situation. This would explain the fascination of the game. Lost in thought, the player can work out in fantasy what he has never been able to do in reality.

The imagination used in chess is related to visualization, but is to some extent independent of it. Chess itself is an artificial creation. Like music, art and literature it can become a world

of its own, divorced from practical concerns and devoid of any application to everyday affairs. It is particularly the opportunity for imaginative expression which links chess with the world of art. The opportunity of identification (with the King and other pieces) provides another link.

Such a complicated state of affairs, which as we have said distinguishes chess from all other games, must be full of unconscious connotations. If we apply the three symbolic meanings of the King, checkmate would signify first castration, second, the exposure of the concealed weakness, and third the destruction of the father. All three of these must be kept from consciousness; hence the chess player cannot admit to his antagonistic wishes.

In a situation where two men are voluntarily together for hours at a time with no women present the homosexual implications must necessarily be considered.

The profuse phallic symbolism of chess provides some fantasy gratification of the homosexual wish, particularly the desire for mutual masturbation. This is, of course, completely repressed. Checkmate may be seen as rendering the father impotent, again part of the homosexual complex.

Narcissism is brought out by several features of the game. Chess is an individual battle. The figure of the King lends itself to the ready identifications which we have described above.

The transfer of narcissism from the self to the object has been pointed out as one factor in artistic creativity. Here is another link between chess and the world of art.



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DEADLINES

Friday before the issue in which the item is to appear. FEEDBACK deadline is Monday.

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